DOCUMENT RESUME

ED 155 157 95 SP 012 759

AUTHOR DeVault, Marjorie L.; And Others
TITLE Schooling and Learning Opportunity, Interim Report.
INSTITUTION Central Midwestern Regional Lab., St. Ann, Mo. ML-GROUP for Policy Studies in Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.
BUREAU NO BR 6-0646
PUB DATE Oct 77
GRANT NIE-G-77-0004
NOTE 271p.

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS *Academic Achievement; Basic Skills; *Class Management; Classroom Arrangement; Classroom Techniques; Curriculum Planning; Grade 1; Grade 2; Learning Processes; *Minority Group Children; Student Behavior; Teaching Methods; *Time Blocks; *Time Factors (Learning); Urban Schools

ABSTRACT

Full school days of first and second grades were observed in three inner city schools with primarily minority enrollments. Detailed logs were recorded of activities in terms of subject area, grouping setting, and presence or absence of teacher or aide supervision. The base data and their summaries with respect to pupil and teacher time are presented in this report. The object of this study was to examine the relation between pupil activities and learning and the amount of active learning time on a particular instructional topic and the academic achievement of the pupils. The time allocations discussed and displayed in the appendixes indicate the amount of time spent by pupils and teachers in the basic subjects of language, arts, and mathematics Instructional settings are defined as: (1) Supervised whole class--a teacher-directed activity that includes all pupils present; (2) Supervised subgroup--a teacher-directed activity that includes only some of the pupils present; (3) Supervised individual--a teacher-directed activity that includes one or two pupils only, including periods when an adult corrects papers with one pupil at a time and gives feedback or help with assignments; and (4) Unsupervised individual--an activity in which pupils work at their own pace, without teacher direction, although the teacher may be available to monitor work and answer questions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155157

SP

Interim Report

Project No. 6-0646
Grant No. NIE-G-77-0004

Schooling and Learning Opportunity

ML-GROUP for Policy Studies in Education
CEMREL, Inc.

CEMREL, Inc.
A National Educational Laboratory

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP012 759

INTERIM REPORT

PROJECT NO. 6-0646
GRANT NO. NIE-G-77-0004

SCHOOLING AND LEARNING OPPORTUNITY

MARJORIE L. DEVAULT
ANNEGRET HARNISCHFEGER
DAVID E. WILEY

ML-GROUP FOR POLICY STUDIES IN EDUCATION
CEMREL, INC.

OCTOBER, 1977

The research reported herein was performed pursuant to a grant with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

U.S. DEPARTMENT OF

HEALTH, EDUCATION AND WELFARE

NATIONAL INSTITUTE OF EDUCATION

BASIC SKILLS

TABLE OF CONTENTS

1. Introduction 1

2. Data Collection 2

2.1 The Schools 2

2.2 Procedures 4

2.3 Base Data Display 5

3. Some Conceptual Issues: "Opportunity" vs. "Active Learning" 7

4. Pupil Learning Activities 11

4.1 Quantity of Instruction 13

4.2 Subject Area Time Allocations 26

4.3 Grouping Settings 34

References 41

Appendices

A Definitions and Algorithms for Time Allocation Calculations

B Time Allocation Summaries

C Base Data

List of Tables

1. Scheduled and Actual Lengths of the School Day 15

2. Scheduled and Actual Times Devoted to Lunch, Recess, and Toilet Breaks (Minutes) 18

3. Scheduled and Actual Total Break Time 19

4. Sources of Discrepancies in Scheduled and Actual Break Time: Magnitudes of Discrepancies of Three Types (Minutes) 20

5. Average Pupil Time Distributions in First-Grade Classes 23

6. Average Pupil Time Distributions in Second-Grade Classes 25

7. Scheduled and Actual Amounts of Time Devoted to Instructional Activities 27

8. Pupil Time Allocations to Basic Skills 30

9. Recommended and Actual Daily Pupil Time Allocations to Subject Areas 33

10. Pupil Time Distributions to Grouping Settings 36

1. Introduction

The conceptual base of our work is a holistic model of teaching-learning processes (Harnischfeger & Wiley, 1975, 1977) the core of which can be summarized in the following statement:

> Pupils' learning experiences--more precisely the amount of time that pupils spend actively learning--and pupils' characteristics, including their cognitive capabilities are the sole proximal and distinctive determinants of achievement. Pupils' active learnings are influenced by the instruction offered via the allocation and use of instructional time and also via pupil motivation.

This theoretical stance is also emphasized by two other prominent models of school learning (Carroll, 1962, 1963; Bloom, 1976) and empirical evidence shows the central importance of these concepts and their relation to learning. However, none of these model developments has reached a stage where they are readily applicable to the investigation of classroom learning in a satisfactorily differentiated fashion. Accordingly the Harnischfeger-Wiley model is still in need of refinement or further specification of several concepts. Needed are:

- -- more detailed and systematic structuring of the curricular content areas which partially define the settings;
- -- more comprehensive characterization of the group/individual nature of these settings;
- -- more complete specification of the adult supervision of the settings, with particular attention to individuals other than a teacher;
- -- more integrated conception of the type of activity involved in a setting, particularly including the learning resources used and the character of the interchanges.

Specification of the interrelations of the various levels of time allocation:

-- activity structure of the class as a whole;

-- adult (teacher/aide) time allocations;

-- pupil time allocations;

-- integration of pupil and adult time.

In order to more sharply grasp and define these concepts, we found it necessary to perform a limited number of classroom observations in which we would apply the model. Following our model, we observed full school days of first and second grades, keeping detailed activity logs of all pupil and teacher/aide activities. We also informally interviewed teachers and principals to obtain district, school, and pupil background information. From the observation logs we summarized the data in several ways. The base data and their summaries with respect to pupil and teacher time are presented in this report. The information that will lead to changes and further specifications of our model, specifically concerning transition and managerial time and the determination of net instructional time, as well as the sharper integration of teacher and pupil time will be presented later in a separate, theoretical paper.

2. Data Collection

2.1 The schools. These case studies are based on observations conducted in three Chicago public schools. All of the schools are located in the inner city and have primarily minority enrollments; however, they also

differ in important ways.

School A serves grades K-8. It has a teaching staff of about 45, and an enrollment of about 900 pupils, all of whom are black. The school received ESEA Title I funds, since 44.7 percent of its pupils came from low-income families. The principal estimated that about 70 percent of the pupils lived in single-parent families. The school operates on a "closed campus" basis; i.e. instruction begins at 9:10 a.m. and pupils remain in the building with their teachers until dismissal at 2:30 p.m. All pupils receive a free lunch at school, and about half of the pupils arrive early to participate in a free breakfast program. The school building is very old and in poor condition.

School B also includes grades K-8 and has an enrollment of about 800 pupils, with about 40 teachers. Enrollment in this school is about 50 percent black and 50 percent Spanish. The percentage of children from low-income families during the 1976-77 school year (29.4) was slightly lower than the city-wide average of 29.7, making the school ineligible for Title I funds. This was also a closed campus school, with instruction beginning at 9:10 and ending at 2:30. Free lunches were provided for most, but not all pupils, and supplementary bilingual classes were available for some Spanish-speaking children. This school building also was very old.

School C is a branch elementary school which serves only grades K-3, with an enrollment of 670 pupils and about 25 teachers. Approximately 95 percent of the pupils are Spanish, and 35-40 percent speak minimal English

when they enter kindergarten. The pupils' families are primarily blue-collar workers, with relatively few families on welfare. This school operates on an "open campus" basis; instruction is scheduled from 9:10 a.m. to 3:15 p.m., with a lunch break from noon until 1:00. About half of the children go home for lunch. A continuous first through third-grade bilingual program is provided for some pupils. The school was built in 1973 and is completely carpeted and air conditioned.

2.2 Procedures

All observations were conducted in the three inner-city schools described above. These schools were selected because of our special concern with the quantity of instruction offered to disadvantaged and minority pupils. We first contacted the principal in each school to obtain permission to conduct the observations. Each principal then selected two first- and two second-grade classes to be included in the study. We planned to observe each first grade class for two consecutive days and each second-grade class for a single day. However, one of the second-grade teachers was ill on the scheduled observation day, so only five second-grade classes were included in the study. Altogether, we completed a total of 17 full days of observation in 11 different classrooms.

One observer remained in each classroom for the entire school day, and kept a complete record of all classroom activities, including the beginning and ending times of each activity, its content, and the pupils who were involved. We experimented with using an observation instrument we

had developed earlier, but discovered that while the instrument was usable, it was not really needed. It was just as easy to record pertinent information in a free-form diary style. The observer also interviewed each teacher informally to obtain information on teacher and pupil characteristics, planning and grouping strategies, school and district regulations, and curricular policies.

2.3 Base Data Display

From the observers' records, we constructed a file of information on each class which was observed. Each case study file includes four different pieces of information, which are briefly described below:

Classroom map. This shows the physical arrangement of the classroom and the type of furniture available. It also serves as a class roster showing, in addition to pupils' assigned seats, their sex, racial or ethnic group, and instructional subgroup memberships.

Class description. This gives additional background information on the teacher and pupils.

School day chart. We have adapted this display from Gump (1967). It shows basic time allocations and grouping configurations in graphical form.

Observation log. This is a more detailed account of events in the classroom. It can be used to examine the specific content of the activities shown on the school day chart, e.g. to determine the specific topic of instruction in a particular subject area, or what actually happened during a particularly long transition period.

These items formed our data base for each class.

We found that a single observer could easily record basic information on classroom activities for an entire day. Following our conceptual model, we characterized activities in terms of three basic dimensions--subject area, grouping setting, and presence or absence of teacher or aide supervision. It was rare to find more than three activities--defined in this way--occurring simultaneously. The typical alternative to whole class instruction was for the teacher to meet with a subgroup of pupils while the remainder of the class worked independently. Thus, the various settings which were in operation in the classroom were relatively easy to delineate. We were able to track individual pupils by drawing a map of the classroom, and assigning pupil identification numbers during the first few minutes of the day. Then, the pupils who participated in each instructional setting could be identified by number.

In spite of the simplicity of these procedures, our accounting does have limitations, and these must be clarified. Methodological issues which are still to be resolved are discussed below.

3. Some Conceptual Issues: "Opportunity" vs. "Active Learning."

Our accounting of the teaching-learning process segments the school day into blocks which represent activities in which the teacher and pupils participate. An individual pupil's day consists of the particular sequence of activities in which he or she participates. Since we have a record of all the pupils involved in each classroom activity, we can reconstruct the day of each individual pupil. However, this type of accounting specifies only pupils' exposure to particular settings; it does not include any measure of their degree of participation. For example, one pupil may listen attentively to the teacher's mathematics lesson while another stares out the window. Both are participating in the same instructional setting--whole class instruction in mathematics. Both spend the same amount of time in mathematics-pursuits, but their active learning times in mathematics--the direct determinants of mathematics-content comprehended--are quite different.

This distinction is even more critical in describing pupils' independent work. Consider, for example, the following notations from one observers' logs:

> Most pupils at desks are working quietly.
>
> Pupils at desks are somewhat noisy now. Five are working at table. Most pupils are copying "Read and Do." Pupils (27) and (34) are drawing boxes and flowers. Some pupils are working on coloring worksheet, but only two are using the right colors. Pupil (13) is just sitting.

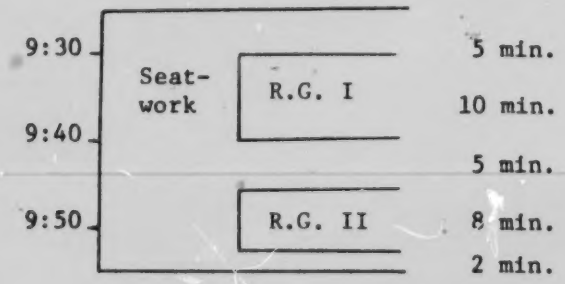
> The class is rather noisy, but the teacher rarely interrupts reading group to quiet them.
>
> Pupils continue seatwork. Five pupils are at table, 2 girls are talking at the back of the room.

All of these excerpts describe the instructional setting, "seatwork, individual, unsupervised"; however, it is clear that each individual pupil has spent a distinct amount of time actively learning. Still, the duration of the setting sets a definite upper bound on the amount of time that any pupil could have been actively engaged in seatwork. Thus, it does represent a pupils' opportunity to benefit from this instructional setting.

Both opportunity and active learning times are important concepts, but they must be differentiated. The procedures used in this study produce a description of pupils' learning opportunities. They do not account for the amount of time which is actually spent in active learning. The distinction must be made, however, between miscategorizations of time, e.g., transition vs. seatwork time, as contrasted with inattention during a correctly categorized period. This distinction is critical for evaluating our procedures for calculating time allocations. If a reading group met from 9:00 to 9:30, for example, we recorded 30 minutes of subgroup instruction in reading. Invariably, some of this time was spent in other ways--to pass out materials, answer the door, or speak to pupils at their desks. Most of these interruptions were simply too brief to be

noted. Although we know that the teacher did not provide an entire 30 minutes of actual reading instruction, she did establish the instructional setting, "reading subgroup," and kept a particular group of pupils in it for 30 minutes. Therefore, thirty minutes is an upper bound for pupils' exposure to subgroup instruction in reading. The true exposure is less, however, and the discrepancy could, with sufficient observational effort, be accurately accounted.

A similar problem arose in calculating the amount of time that pupils spent on independent seatwork. This type of work is commonly assigned to pupils when the teacher is involved with a subgroup of the class. Thus, a typical time chart entry might show two reading groups meeting while the pupils who are not involved in subgroup instruction work on seatwork assignments. This would be shown graphically as:



In calculating the time that pupils spend on seatwork, we have assumed that any time outside of the subgroups can be spent working on seatwork.

Thus, all pupils would be coded as working on seatwork during the transitions between subgroups (5+5+2 = 12 minutes), the pupils who are not in Reading Group I for 10 additional minutes, and pupils who are not in Reading Group II for 8 additional minutes.

It is clear that this produces an over-estimate of the amount of time pupils actually spent on seatwork. For example, the pupils in Reading Group II almost certainly did not return to their seats and work industriously for two minutes before moving to the next activity. Similarly, there was usually a period of preparation before a subgroup activity began during which the teacher and pupils gathered up materials, arranged chairs, looked for lost assignments, etc. Although these transition activities were sometimes noted in our observers' logs, they have not been accounted for in the school-day charts or the calculation of time allocations.

In contrast, when researchers have attempted to estimate pupils' active learning time, they have typically done so by observing individual pupils and noting behaviors which are thought to indicate active involvement (participation in task, eye contact with teacher, etc.). This distinction does not relate to opportunity, however. It addresses the "use" of available time, and since this type of observation must be made at the individual pupil level, it may only be possible to economically observe

a few pupils, while measuring this feature.

In one class, with an extremely individualized program, we did attempt to follow a few pupils at this level of detail, while simultaneously accounting instructional settings for the entire class. We found that two or three pupils could be followed in this way. Thus, it may be possible to develop an observation system which would consider opportunity to learn and also roughly treat actual learning time. However, the possible variations in such a system, and the trade-offs in the type of information produced, must be investigated more fully. A sampling approach could produce an estimate of the average percentage of allocated time that is active learning time--a value which is strongly influenced by a teacher's management and teaching skills, but still may vary widely for individual pupils within a class. On the other hand, following a single pupil for an entire day or days would produce very detailed and accurate data, but would also be extremely costly. In summary, the accuracy of "opportunity" measurement needs improvement and the assessment of "active learning" has to begin.

4. Pupil Learning Activities

Our conceptual model is based on the relation between pupil activities and learning, and our conviction that the total amount of active learning time on a particular instructional topic is the most important deter-

minant of a pupil's achievement on that topic. Pupils in the same class, however, participate in different activities, for different amounts of time. Thus, the concept of pupil time must be defined at the individual pupil level--for example, the amount of time spent by pupil K on subgroup instruction in reading. In order to look at general patterns and compare classes in this discussion, we will consider the averages of exposure times for the individual pupils in a class. For example, in a class of 30, if 10 pupils receive 30 minutes of reading subgroup instruction, and 20 pupils receive 15 minutes, then the average exposure time for these pupils is 20 minutes $\left[\frac{(10 \times 30) + (20 \times 15)}{30}\right]$. No pupil in the class actually received 20 minutes of instruction, but this average exposure time provides a general characterization of pupil experiences in this class. The amount of time spent on breaks and other activities can also vary from pupil to pupil. For example, 15 pupils may go to recess, while 15 pupils attend a special speech class. If the recess period lasts for 10 minutes, the average pupil time spent at recess will be 5 minutes. Again, no pupil in the class actually spent 5 minutes at recess, but the average can serve as a standard of comparison. This class is clearly different, for example, from a class in which all pupils spent the full recess period outside.

We have postponed any discussion of teachers' activities. These are certainly important, since teachers, through their planning and classroom

management, establish the outlines of pupils' exposure to various activities. However, in this discussion we focus on pupil activities, the most direct determinant of pupil achievement.

4.1 Quantity of Instruction

The amount of time available in a typical school day is determined primarily by the school schedule, which establishes the nominal quantity of schooling that pupils are to receive. In these schools, two basic schedules were used. Schools A and B operated on a "closed campus" schedule which specified a school day of 5 hours, 20 minutes. In School C, the length of the school day was 6 hours, 5 minutes, with a longer lunch break planned in order to allow some pupils to go home for lunch.

The amount of time actually available for instruction each day is reduced by the breaks which are planned as a part of the school schedule. We found three types of breaks at these schools. The first two, breaks for lunch and recess, were scheduled not only in regard to their duration, but also in the times at which they were to occur. At School A, for example, all of the first-grade classes went to recess at 10:30 and returned to the classroom at 10:45. Teachers have relatively little control over the timing of this kind of break. Variable breaks, on the other hand, are planned for, but the times at which they occur are not specified. At Schools A and B, for example, teachers were instructed to

plan two five-minute "toilet breaks" each day. Schools A and B scheduled all three types of breaks. Their schedules included a 25-minute lunch break, 15-minute recess, and two five-minute toilet breaks, for a total of 50 minutes of scheduled breaks. School C scheduled an hour for lunch and two 20-minute recesses, for 1 hour, 40 minutes of scheduled breaks. Toilet breaks were not scheduled. The two first-grade teachers who were observed at this school allowed pupils to use the toilet on their own during the day, or on their way to and from recess, while the second-grade teacher planned toilet breaks for the entire class.

In spite of the constraints imposed by the school schedule, there is considerable variation in the way it is implemented by individual teachers. Teachers usually began their classes at precisely 9:10--when the bell rang--but there was some variation in the actual times that classes were dismissed; and thus, in the length of the school day. The actual school day length can also be affected by school administrative practices. For example, on one of the obervation days at School C, the beginning of classes was delayed until 9:19 because of a faculty meeting held before school. Table 1 shows the actual and scheduled lengths of the school day on each day of observation. The length of the day varied in most classes, but the average discrepancy from the scheduled day length was only about three minutes, less than one percent of the total school day.

The actual total length of the school day in these classes was quite consistent with the scheduled length of the school day.

Table 1. Scheduled and Actual Lengths of the School Day.

GRADE 1

School-Class-Day			Scheduled Length of School Day	Actual Length of School Day	Difference (Actual-Scheduled)
A	1	Mon.	5 hr. 20 min.	5 hr. 20 min.	0
		Tues.		5 hr. 21 min.	+1 minute
	2	Mon.		5 hr. 20 min.	0
		Tues.		5 hr. 25 min.	5 minutes
B	3	Mon.	5 hr. 20 min.	5 hr. 23 min.	+3 minutes
		Tues.		5 hr. 17 min.	-3 minutes
	4	Mon.		5 hr. 19 min.	-1 minute
		Tues.		5 hr. 17 min.	-3 minutes
C	5	Mon.	6 hr. 5 min.	6 hr. 5 min.	0
		Tues.		6 hr. 5 min.	0
	6	Wed.		5 hr. 59 min.	-6 minutes
		Thurs.		6 hr. 8 min.	+3 minutes

GRADE 2

School-Class-Day					
A	7	Thurs.	5 hr. 20 min.	5 hr. 15 min.	-5 minutes
	8	Thurs.		5 hr. 16 min.	-4 minutes
B	9	Wed.	5 hr. 20 min.	5 hr. 14 min.	-6 minutes
	10	Mon.		5 hr. 27 min.	+7 minutes
C	11	Fri.	6 hr. 5 min.	6 hr. 8 min.	+3 minutes

The amount of time spent on breaks was subject to much greater variation--even for scheduled breaks such as lunch and recess. The pupils in class 1, for example, spent 25 minutes at lunch on the first day of observation and 28 minutes on the second day, while the pupils in class 2 spent 44 minutes at lunch on the first day and 38 minutes the second day. Toilet breaks vary even more, with single breaks ranging from 3 to 19 minutes in duration (Table 2). Pupils often spent less than the allotted time at lunch, and in School C, at recess. However, toilet breaks always required more than the time allotted for them.

The total times spent on breaks are shown in Table 3. At Schools A and B, where scheduled breaks totaled 50 minutes, actual total break time ranged from 49 minutes in class 3 to 1 hour, 26 minutes in class 2. On every day but one, pupils spent more time for breaks than the scheduled total. In School C, scheduled breaks totaled 1 hour, 40 minutes, and actual break times ranged from 1 hour, 16 minutes to 1 hour, 47 minutes. On four of the five observation days, pupils spent less than the scheduled amount of time on breaks.

These discrepancies from the scheduled amount of break time can be attributed to three different sources. Most are the result of departures from the schedule, when the entire class takes more or less time than is scheduled for a break. However, some are the result of "extra" instruction that some pupils receive--either with the teacher or in a pull-out

program--while others are on a break. Table 4 shows how much of the total discrepancy in each class can be attributed to each of these sources. All three causes contributed to the relatively low break times in classes 5 and 6. Instruction usually began as soon as the pupils returned from lunch, so that the total allotted break time was not used. About half of the pupils in class 6 were involved in a special speech class, which sometimes met during recess. In addition, Mrs. Perkins (class 5) kept pupils in from recess if they had not finished the required work, and dismissed her pupils for lunch only after they finished their assignments.

Aside from the time allocated for breaks, a teacher is relatively free to establish and implement a schedule for her own class. In our accounting, the remaining time is divided between "instructional" time--time devoted to pursuits which are seen by teachers as a part of the curriculum, or content of teaching and learning--and time devoted to transitions and managerial activities. These may include transitions, procedural or administrative activities, time spent on discipline, a rest period, an accident or fire drill, and so on. It is important to note that we are discussing pupil time, and that the pupils' activities are the focus of this concept. When the teacher works at her desk, the pupils can still be engaged in instructional tasks. However, if the entire class sits and waits while the teacher takes attendance, then both teacher and

Table 2. Scheduled and Actual Times Devoted to Lunch, Recess, and Toilet Breaks (Minutes).

GRADE 1

School-Class-Day			Scheduled Time			Actual Time			Difference (Actual-Scheduled)		
			Lunch	Recess	Toilet	Lunch	Recess	Toilet	Lunch	Recess	Toile
A	1	Mon.	25	15	10	25	16	19	0	1	9
		Tues.				28	22	14	3	7	4
	2	Mon.				44	17	21	19	2	11
		Tues.				38	15	33	13	0	23
B	3	Mon.	25	15	10	16	18	15	-9	3	5
		Tues.				21	22	29	-4	7	19
	4	Mon.				20	24	21	-5	9	11
		Tues.				21	25	28	-4	10	18
C	5	Mon.	60	40	0	50	26	0	-10	-14	-
		Tues.				50	34	0	-10	-6	-
	6	Wed.				50	33	0	-10	-7	-
		Thurs.				58	40	0	-2	0	-

GRADE 2

School-Class-Day											
A	7	Thurs.	25	15	10	32	15	21	7	0	11
	8	Thurs.				35	16	21	10	1	11
B	9	Wed.	25	15	10	33	13	12	8	-2	2
	10	Mon.				16	15	20	-9	0	10
C	11	Fri.	60	40	0	54	40	13	-6	0	13

Table 3. Scheduled and Actual Total Break Time

GRADE 1

School-Class-Day			Scheduled Break Time	Actual Break Time	Difference (Actual-Scheduled)
A	1	Mon.	50 min.	1 hr.	10 min.
		Tues.		1 hr. 4 min.	14 min.
	2	Mon.		1 hr. 22 min.	32 min.
		Tues.		1 hr. 26 min.	36 min.
B	3	Mon.	50 min.	49 min.	-1 min.
		Tues.		1 hr. 12 min.	22 min.
	4	Mon.		1 hr. 5 min.	15 min.
		Tues.		1 hr. 14 min.	24 min.
C	5	Mon.	1 hr. 40 min.	1 hr. 16 min.	-24 min.
		Tues.		1 hr. 24 min.	-16 min.
	6	Wed.		1 hr. 23 min.	-17 min.
		Thurs.		1 hr. 38 min.	-2 min.

GRADE 2

School-Class-Day					
A	7	Thurs.	50 min.	1 hr. 8 min.	18 min.
	8	Thurs.		1 hr. 12 min.	22 min.
B	9	Wed.	50 min.	58 min.	8 min.
	10	Mon.		51 min.	1 min.
C	11	Fri.	1 hr. 40 min.	1 hr. 47 min.	7 min.

Table 4. Sources of Discrepancies in Scheduled and Actual Break Time: Magnitudes of Discrepancies of Three Types (Minutes).

School-Class-Day			Departures From Schedule	Extra Instruction With Teacher	Extra Instruction Out-of-class	Total Discrepancy (Actual-Scheduled Break Time)
GRADE 1						
A	1	Mon.	10	-	-	10
		Tues.	14	-	-	14
	2	Mon.	32	-	-	32
		Tues.	36	-	-	36
B	3	Mon.	4	-5	-	-1
		Tues.	22	-	**	22
	4	Mon.	15	-	**	15
		Tues.	24	-	**	24
C	5	Mon.	-6	-18	-	-24
		Tues.	-1	-15	-	-16
	6	Wed.	-14	-	-3	-17
		Thurs.	-1	-	-1	-2
GRADE 2						
A	7	Thurs.	18	-	-	18
	8	Thurs.	22	-	-	22
B	9	Wed.	8	-	**	8
	10	Mon.	1	-	-	1
C	11	Fri.	7	-	-	7

**Denotes that some instruction occurred, but that the amount of break time missed was not enought to contribute to the discrepancy.

pupils are engaged in managerial tasks. The classes varied tremendously in the amounts of time spent on these non-instructional activities, from 5 minutes in class 6 to an hour and a half in class 2--over a quarter of the total school day.

The time spent on non-instructional activities cuts sharply into the time available for instruction. On the first day of obervation in class 2, for example, the hour and 22 minutes devoted to breaks, along with 1½ hours of managerial and transition time, left only about 2½ hours for actual instruction--less than half of the school day. This class contrasts sharply with class 3 where, on the first day of observation, pupils spent only 49 minutes on breaks, and 10 minutes on transitions, leaving three-quarters of the school day available for instructional activities.

The magnitude of such a difference can be seen by estimating the amount of time devoted to instruction over a 180-day school year. If we assume that the averages of the two days' observations (2 hours, 41 minutes for class 2; and 3 hours, 47 minutes for class 3) represent the amounts of instruction received on a typical day in these classes, then the pupils in class 2 would receive 484 hours of instruction during the year, while those in class 3 would receive 680 hours of instruction. Pupils in

class 3 would get almost 200 hours more instruction during the year--the equivalent of more than 35 complete school days.

Table 5 shows how school time was divided in the first-grade classes among instructional activities, breaks, and transition and managerial time. In almost all of the classes, the percentage of time devoted to instructional activities ranged from about 65 to 70 percent of the total school day. Only class 2 was significantly lower, with about half of the school day spent on instruction.

Since the school day was longer at School C, pupils there spent more actual time or instructional activities than pupils at Schools A or B, even though the percentages were similar. In first-grade classes, instructional time allocations at School C ranged from 3 hours, 26 minutes to 3 hours, 58 minutes, while those at Schools A and B ranged from 2 hours, 28 minutes to 4 hours, 26 minutes. Thus, on every day of observation at School C, pupils spent more time on instructional activities than pupils on any observation day at School A or B. The average amount of time spent on instructional activities at School C (4 hours, 17 minutes) is 25 percent greater than the average for Schools A and B (3 hours, 26 minutes). Time distributions for the second-grade classes are shown in Table 6.

Table 5. Average Pupil Time Distributions in First-Grade Classes.

School-Class-Day			Instructional Activities	Breaks (Lunch, Recess, Toilet)	Transition, Managerial, Etc.	Total
A	1	Mon.	3 hr. 54 min. (73%)	1 hour (19%)	26 min. (8%)	5 hr. 20 min. (100%)
		Tues.	3 hr. 46 min. (70%)	1 hr. 4 min. (20%)	31 min. (10%)	5 hr. 21 min. (100%)
	2	Mon.	2 hr. 28 min. (46%)	1 hr. 22 min. (26%)	1 hr. 30 min. (28%)	5 hr. 20 min. (100%)
		Tues.	2 hr. 55 min. (54%)	1 hr. 26 min. (26%)	1 hr. 4 min. (20%)	5 hr. 25 min. (100%)
B	3	Mon.	4 hr. 1 min. (75%)	49 min. (15%)	32 min. (10%)	5 hr. 23 min. (100%)
		Tues.	3 hr. 33 min. (67%)	1 hr. 11 min. (23%)	32 min. (10%)	5 hr. 17 min. (100%)
	4	Mon.	3 hr. 21 min. (63%)	1 hr. 5 min. (20%)	54 min. (17%)	5 hr. 19 min. (100%)
		Tues.	3 hr. 33 min. (67%)	1 hr. 14 min. (23%)	31 min. (10%)	5 hr. 17 min. (100%)

Table 5. Average Pupil Time Distributions in First-Grade Classes.

School-Class-Day			Instructional Activities	Breaks (Lunch, Recess, Toilet)	Transition, Managerial, Etc.	Total
C	5	Mon.	4 hr. 26 min. (73%)	1 hr. 15 min. (21%)	23 min. (6%)	6 hr. 5 min. (100%)
		Tues.	4 hr. 16 min. (70%)	1 hr. 24 min. (23%)	25 min. (7%)	6 hr. 5 min. (100%)
	6	Wed.	4 hr. 12 min. (70%)	1 hr. 23 min. (23%)	24 min. (7%)	5 hr. 59 min. (100%)
		Thurs.	4 hr. 12 min. (68%)	1 hr. 38 min. (27%)	18 min. (5%)	6 hr. 8 min. (100%)

Table 6. Average Pupil Time Distributions in Second-Grade Classes.

School-Class-Day			Instructional Activities	Breaks (Lunch, Recess, Toilet)	Transition, Managerial, Etc.	Total
A	7	Thurs.	3 hr. 26 min. (65%)	1 hr. 8 min. (22%)	41 min. (13%)	5 hr. 15 min. (100%)
	8	Thurs.	3 hr. 31 min. (67%)	1 hr. 12 min. (23%)	33 min. (10%)	5 hr. 16 min. (100%)
B	9	Wed.	3 hr. 36 min. (69%)	58 min. (18%)	41 min. (13%)	5 hr. 14 min. (100%)
	10	Mon.	3 hr. 58 min. (73%)	51 min. (16%)	38 min. (12%)	5 hr. 27 min. (100%)
C	11	Fri.	3 hr. 58 min. (65%)	1 hr. 47 min. (29%)	23 min. (6%)	6 hr. 8 min. (100%)

To summarize, we can compare scheduled and actual amounts of time allocated for instruction (Table 7). The amount of time actually spent on instruction was almost always less than the scheduled instructional time, since some time must be spent on transitions and managerial tasks. However, the magnitude of the difference varied from class to class. We showed above that pupils in all classes but one spent about the same percentage of their time on instruction. However, in School C, a larger percentage of the day was allocated for break time, and a smaller percentage for instruction. Thus, in School C, the actual amount of time spent on instruction was closer to the amount scheduled than that in Schools A or B.

4.2 Subject Area Time Allocations

The allocation of instructional time to various subject areas is a basic organizer in most elementary school classrooms. According to Smith (1977), one of the first steps in teacher planning is to establish a weekly schedule with specific time allotments for each subject to be covered. Not all of the teachers in this study followed a set schedule for instruction, but even those who did not, seemed to plan in terms of the time to be devoted to various subject areas. They would report, for example, that they taught reading every day, art twice a week, and so on.

The most striking characteristic of these classes was an extremely heavy focus on basic skills -- especially reading and language arts. In all

Table 7. Scheduled and Actual Amounts of Time Devoted to Instructional Activities.

GRADE 1

School	Class	Day	Scheduled Instructional Time	Actual Instructional Time	Difference (Actual-Scheduled)
A	1	Mon.	4 hr. 30 min.	3 hr. 54 min.	-36 min.
		Tues.		3 hr. 46 min.	-44 min.
	2	Mon.		2 hr. 28 min.	-2 hr. 2 min.
		Tues.		2 hr. 55 min.	-1 hr. 35 min.
B	3	Mon.	4 hr. 30 min.	4 hr. 1 min.	-29 min.
		Tues.		3 hr. 33 min.	-57 min.
	4	Mon.		3 hr. 21 min.	-1 hr. 9 min.
		Tues.		3 hr. 33 min.	-57 min.
C	5	Mon.	4 hr. 25 min.	4 hr. 26 min.	+1 min.
		Tues.		4 hr. 16 min.	-9 min.
	6	Wed.		4 hr. 12 min.	-13 min.
		Thurs.		4 hr. 12 min.	-13 min.

GRADE 2

School	Class	Day	Scheduled Instructional Time	Actual Instructional Time	Difference (Actual-Scheduled)
A	7	Thurs.	4 hr. 30 min.	3 hr. 26 min.	-1 hr. 4 min.
	8	Thurs.		3 hr. 31 min.	-59 min.
B	9	Wed.	4 hr. 30 min.	3 hr. 36 min.	-54 min.
	10	Mon.		3 hr. 58 min.	-32 min.
C	11	Fri.	4 hr. 25 min.	3 hr. 58 min.	-27 min.

classes, pupils' independent work constituted a major part of their instruction in basic skill areas. All of the teachers began the day by outlining assignments that pupils were to work on independently during the day. For example, the following entries in our observation logs describe typical assignments of this sort:

9:17 Teacher explains seatwork assignment:

1. Sentences to be copied: "Today is _____, _____ _____, _____. It feels like a hot summer day." (These are on the board.)
2. Spelling. Each new word is to be written four times. (Five words are on the board.)
3. Math - 16 addition problems, e.g.

$$\begin{array}{r} \square \\ +2 \\ \hline 8 \end{array}$$

8 money problems, e.g., "5 pennies + 1 quarter = ___¢." (Problems are on the board.)

4. Three worksheets (one attached, the others were "grab-bag" sheets - leftovers from earlier in the year which were passed out randomly.)

Or, 9:25 Teacher assigns seatwork tasks: writing: Copy from blackboard; Numbers: from one to ten. Mathematics: addition problems on blackboard.

The focus of these daily assignments was almost always to give pupils additional practice on basic skills in language and mathematics.

Since these "seatwork" assignments usually included more than one specific subject area, and since they occupied such a large portion of pupils' total working time, we cannot accurately estimate the amount of time that pupils spent on specific subject areas such as reading, writing, spelling, mathematics. However, we can estimate the total time devoted to basic skills in each class by summing the amounts of direct instruction received in reading, language arts, and mathematics, and the amount of time that pupils spent working independently on mixed basic skills and assignments. These sums, shown in Table 8, indicate that pupils in these classes spent from 2 hours, 18 minutes to 3½ hours per day on basic skills. With a total school day of 5½ - 6 hours, only part of which is available for instruction, this represents a very substantial portion of pupils' time. The percentage of actual instructional time which was spent on basic skills ranged from 63 to 100 percent. On 11 of the 17 observation days, pupils spent more than three quarters of their instructional time on basic skills.

It is important to note that, although these percentages indicate a general pattern of emphasis on basic skills, there is still considerable variation in the amounts of time devoted to basic skills. In class 2, where a relatively small portion of the school day was used for instruction, pupils spent all of their instructional time on basic skills, but this was an actual time allocation of only about 2½ hours. In contrast,

Table 8. Pupil Time Allocations to Basic Skills.*

GRADE 1

School-Class-Day			Total Time Spent On Basic Skills	Percentage of Instructional Time
A	1	Mon.	3 hr. 4 min.	78.6
		Tues.	2 hr. 25 min.	64.3
	2	Mon.	2 hr. 28 min.	100.0
		Tues.	2 hr. 18 min.	79.1
B	3	Mon.	3 hr. 18 min.	82.0
		Tues.	3 hr. 28 min.	97.9
	4	Mon.	2 hr. 38 min.	78.9
		Tues.	3 hr. 6 min.	87.4
C	5	Mon.	2 hr. 47 min.	62.8
		Tues.	3 hr. 11 min.	74.3
	6	Wed.	2 hr. 41 min.	64.1
		Thurs.	3 hr. 23 min.	80.8

GRADE 2

School-Class-Day				
A	7	Thurs.	3 hr. 19 min.	96.6
	8	Thurs.	3 hr. 30 min.	99.4
B	9	Wed.	3 hr. 19 min.	92.3
	10	Mon.	2 hr. 24 min.	68.7
C	11	Fri.	2 hr. 36 min.	65.6

*Basic skills" is defined to include direct instruction in reading, language, and mathematics, and independent work on mixed basic skills assignments (see discussion in text).

the 3 hours, 20 minutes spent on basic skills in class 6 was only about 80 percent of pupils' total instructional time.

Classroom teachers only rarely offered instruction in other subject areas. Art was the most frequently offered, by seven of the 11 teachers. Three teachers offered instruction in science, and two in music. One read a story to the class, and three included time for independent reading.

Pupils also received instruction outside their classrooms, with subject-area specialists or in pull-out programs. The content of these kinds of instruction was established by the school schedule. In all schools, teachers were to have three 50-minute planning periods per week. These were arranged by scheduling the pupils to attend classes with special teachers. These special classes included gym, music, library, and language arts (two or three offered at each school). In some classes, individual pupils participated in bilingual classes, or pull-out programs in speech or language skills; however, these comprised only a small part of the instruction received by all pupils.

Most school districts have some sort of curricular guidelines which specify the subject areas and topics to be covered at various grade levels. Several of the teachers in this study mentioned the set of time allocation guidelines issued for their district, which were supposed to provide

the basis for their subject area planning. We suspect that the planning process varies by school, according to the principals' priorities and leadership style, as well as by teacher. In any case, we can use the district guidelines as a comparative base for describing the actual curricular offerings in these classes. Table 9 shows the minimum and maximum recommended daily time allotment,[1] along with actual time allocations, in the subject areas included in the district guidelines. Although the guidelines specified distinct allotments for language skills and mathematics, we have combined these to form a catagory for basic skills to correspond to the data we have available.

Basic skills received about the emphasis which was intended. The recommended daily time allotment was 3 hours to about 3 hours, 20 minutes, and actual average time allocations were 2 hours, 54 minutes in the first grade, and 3 hours, 16 minutes in the second grade. The amount of time that pupils spent on basic skills reached the minimum recommended on nine of the 17 days of observation. Time allocations for fine arts also reached the recommended level in first-grade classes, with a recommended allotment of 20 to 30 minutes per day, and an actual average of 22 minutes. In all other areas, averages were well below the recommended minimum allotments. The largest allocations outside

---

[1]The guidelines were formulated on a weekly basis; however, we have converted them to daily allotments to allow comparison with our daily time allocation data.

Table 9. Recommended and Actual Daily Pupil Time Allocations to Subject Areas.

Subject Areas	Recommended Daily Time Allocations[1]		Actual Daily Time Allocations		
	Minimum	Maximum	Average	Range Low	Range High
Grade 1					
Basic Skills[2]	3 hours	3 hr. 20 min.	2 hr. 54 min.	2 hr. 18 min.	3 hr. 28 min.
Social Science	25 min.	30 min.	0 min.	0 min.	0 min.
Natural Science	10 min.	20 min.	3 min.	0 min.	32 min.
Fine Arts	20 min.	30 min.	22 min.	0 min.	58 min.
Health, P.E., Safety	35 min.	50 min.	13 min.	0 min.	58 min.
Grade 2					
Basic Skills[2]	3 hours	3 hr. 18 min.	3 hr. 16 min.	2 hr. 36 min.	3 hr. 30 min.
Social Science	25 min.	35 min.	0 min.	0 min.	0 min.
Natural Science	10 min.	20 min.	6 min.	0 min.	17 min.
Fine Arts	20 min.	30 min.	12 min.	0 min.	24 min.
Health, P.E., Safety	35 min.	50 min.	16 min.	0 min.	43 min.

[1]Taken from the "Teacher's Lesson Plan Book" issued by the district.

[2]"Basic Skills" includes reading, language arts and mathematics.

of basic skills were in the areas of fine arts and physical education. Classroom teachers offered instruction in art and music, but physical education was only offered outside the classroom by special teachers. No pupils received instruction in social science in any class, and only a few classes were offered any instruction in natural science during our observational period.

The picture which emerges is one in which pupils devote the bulk of their time to basic skills, with the major exceptions due to classroom instruction in art, and school-scheduled classes in physical education. Generally, teachers were aware of their emphasis on basic skills, and defended it, in view of the time limitations they felt. The primary grades have traditionally been devoted to basic skill development. Several teachers mentioned that they felt that language skills were particularly important for their pupils, who were perceived as culturally and linguistically disadvantaged. Some teachers also reported that their reading curriculum (the SRA Distar program) required so much time to implement that they were left with little opportunity to teach any other subjects. However, these speculations must remain very tentative.

4.3 Grouping settings

Teachers employ different grouping and individualization strategies

depending on pupil characteristics, subject area, curriculum, resources, and their own preferences. Depending on a teacher's grouping and individualization strategies, pupils receive differential amounts of teacher time which impact on pupil achievement. These strategies also represent an important resource allocation factor, because the teacher, and thus teacher time, is the most expensive resource in education.

Our model divides the total time a pupil spends on a subject matter (X) into six learning-setting categories: (1) whole class pursuits, (2) teacher-supervised subgroup pursuits, (3) teacher-supervised individual pursuits, (4) unsupervised subgroup pursuits, (5) unsupervised indivudual pursuits, and (6) out-of-school pursuits. Our observations did not include out-of-school pursuits, although pupils in most classes did have homework assignments. In addition, we did not record any instances of unsupervised subgroup pursuits; when pupils worked without teacher supervision, they always worked independently. Thus, pupils in these classes participated in four different grouping settings, three supervised, and one unsupervised setting. Time allocations in each setting are shown in Table 10.

Generally, pupils spent more time working individually without teacher or aide supervision than they spent in any other grouping setting. The percentage of instructional time spent in unsupervised pursuits ranged from 33 to 83 percent. In six classes, pupils spent about half of their instructional time without supervision, and in four classes about 70 to 80 percent. In these classes, pupils spent from 1 3/4 to 3½ hours working without adult supervision. The unsupervised setting was least used

Table 10. Pupil Time Distributions to Grouping Settings.

GRADE 1 School-Class-Day			Supervised Whole Class	Supervised Subgroup	Supervised Individual	Unsupervised Individual	Total Instructional Time
A	1	Mon.	1 hr. 25 min. (36%)	21 min. (9%)	4 min. (2%)	2 hr. 4 min. (53%)	3 hr. 54 min. (100%)
		Tues.	1 hr. 16 min. (34%)	22 min. (10%)	2 min. (1%)	2 hr. 7 min. (56%)	3 hr. 46 min. (100%)
	2	Mon.	10 min. (7%)	19 min. (13%)	2 min. (1%)	1 hr. 57 min. (79%)	2 hr. 28 min. (100%)
		Tues.	26 min. (15%)	27 min. (15%)	* *	2 hr. 2 min. (70%)	2 hr. 55 min. (100%)
B	3	Mon.	1 hr. 14 min. (31%)	46 min. (19%)	3 min. (1%)	1 hr. 58 min. (49%)	4 hr. 1 min. (100%)
		Tues.	28 min. (13%)	58 min. (27%)	* *	2 hr. 6 min. (59%)	3 hr. 33 min. (100%)
	4	Mon.	20 min. (10%)	35 min. (18%)	- -	2 hr. 26 min. (73%)	3 hr. 21 min. (100%)
		Tues.	36 min. (17%)	30 min. (14%)	- -	2 hr. 26 min. (69%)	3 hr. 33 min. (100%)
C	5	Mon.	1 hr. 13 min. (27%)	8 min. (3%)	- -	3 hr. 5 min. (69%)	4 hr. 26 min. (100%)
		Tues.	31 min. (12%)	13 min. (5%)	* *	3 hr. 32 min. (83%)	4 hr. 16 min. (100%)

*Denotes values smaller than one minute or one percent.

Table 10. (continued) Pupil Time Distributions to Grouping Settings

School-Class-Day			Supervised Whole Class	Supervised Subgroup	Supervised Individual	Unsupervised Individual	Total Instructional Time
C	6	Wed.	1 hr. 25 min. (34%)	54 min. (21%)	* *	1 hr. 53 min. (45%)	4 hr. 12 min. (100%)
		Thurs.	1 hr. 21 min. (32%)	43 min. (17%)	* *	2 hr. 8 min. (51%)	4 hr. 12 min. (100%)
GRADE 2							
School-Class-Day							
A	7	Thurs.	46 min. (22%)	41 min. (20%)	* *	1 hr. 58 min. (57%)	3 hr. 26 min. (100%)
	8	Thurs.	13 min. (6%)	49 min. (23%)	* *	2 hr. 28 min. (70%)	3 hr. 31 min. (100%)
B	9	Wed.	1 hr. 28 min. (41%)	23 min. (10%)	- -	1 hr. 45 min. (49%)	3 hr. 36 min. (100%)
	10	Mon.	1 hr. 45 min. (44%)	18 min. (8%)	- -	1 hr. 55 min. (48%)	3 hr. 58 min. (100%)
C	11	Fri.	2 hr. 18 min. (58%)	22 min. (9%)	- -	1 hr. 18 min. (33%)	3 hr. 58 min. (100%)

*Denotes values smaller than one minute or one percent.

in class 11, where pupils worked independently less than a third of the time.

The classes at the extremes with regard to unsupervised pursuits can be seen as examples of distinct instructional strategies. Mrs. Vance (class 11) relied heavily on whole-class instruction, using this setting more than any other teacher. She explained to the observer that she "needs structure," and "can't teach unless I'm being listened to." She seemed to be more concerned than most other teachers about maintaining order and quiet in the classroom. In contrast, Mrs. Perkins (class 5), whose pupils spent the most time in unsupervised pursuits, had been trained in England in a British Primary School classroom, and managed her classroom in a much more "open" fashion. She told the observer that "the key to good teaching is learning not to react to things," and that teachers actually create many of their management problems by making an issue of something that doesn't really matter. Such differences in classroom management style may have contributed to these teachers' grouping strategies, since unsupervised activities tend to become somewhat noisy, and create activity which is not directly controlled by the teacher.

Supervised instructional activities are divided among whole-class, subgroup, and individual pursuits. The amount of time devoted to whole-class instruction varied widely, with pupils spending anywhere from 6 to almost 60 percent of their instructional time in this setting, or from 10 minutes to more than two hours. The amount of time spent in

the subgroup setting was less variable, except for class 5, in which pupils spent the least time in subgroup settings. In all classes except class 5, pupils spent between 10 and 25 percent of their instructional time in subgroups, with actual time allocations ranging from 20 minutes to almost an hour. In class 5, pupils spent only about 10 minutes in subgroups, less than 5 percent of their instructional time.

The subgroup instruction which was offered in these classes was almost always reading instruction; only one teacher grouped pupils for instruction in any other subject area. Teachers were required to group pupils in reading, and to use a reading curriculum which prescribed specific teaching methods and procedures. These constraints may account for the fact that time allocations for subgroup instruction were less variable than those for other settings. Mrs. Perkins (class 5), who used the subgroup setting the least, did not follow the procedures specified for the reading program. She did not feel that it was useful for her pupils, and used it only as a supplement to an individualized reading program.

Pupils spent very little time in supervised individual settings. In five classes, no use of this setting was recorded. At most (in class 1), pupils spent an average of 45 minutes in supervised individual activities. In reality, pupils undoubtedly received more individual help than these

figures show. When pupils worked independently, teachers were often available to monitor work, answer questions, and give individual help. These contacts, however important, were so brief that they were usually not recorded as instances of supervised individual instruction.

The supervised individual setting was used more in Schools A and B, where teachers had some aide support, than in School C, where they had none. However, pupils worked with both teachers and aides in this setting. Teachers used the setting most frequently for providing feedback on assignments and listening to individuals read aloud. Aides, in three classes (1, 3, and 7), provided individual instruction in mathematics. In class 1, where this setting was most used, only two pupils received almost all of the individual instruction which was provided. Both were mid-year transfers into the class, and were working at a level considerably below the rest of the class. Miss Hernandez (class 6) used another strategy with a pupil who could not write well because of an arm injury. He received special assignments, but instead of sustained periods of individual instruction, the teacher monitored his work through frequent but momentary contacts. Again, the procedures used here did not allow an accounting of these contacts. The time shown in this class for supervised individual instruction is time that pupils spent reading aloud for the teacher. Clearly, a more refined accounting of pupil experience is needed in order to carefully examine the distribution of individual instruction.

References

Bloom, B.S. — Human Characteristics and School Learning. New York: McGraw-Hill, 1976.

Carroll, J.B. — The Prediction of Success in Intensive Foreign Language Training. In: Glaser, R. (Ed.), Training Research and Education. Pittsburgh: University of Pittsburgh Press, 1962. Ch. 4.

Carroll, J.B. — A Model for School Learning. Teachers College Record, 64, 1963, 723-733.

Gump, P.V. — The Classroom Behavior Setting: Its Nature and Relation to Student Behavior. U.S.O.E. Final Report. Lawrence, Kans.: University of Kansas, 1967.

Harnischfeger, A. and Wiley, D.E. — Teaching-Learning Processes in Elementary School: A Synoptic View. Studies of Educative Processes, No. 9, University of Chicago, 1975. Also revised under the title of "The Teaching Learning Process in Elementary Schools: A Synoptic View." Curriculum Inquiry, 6, 1976, 5-43, and in: Erickson, D.A. (Ed.), Readings in Educational Research: Educational Organization and Administration. American Educational Research Association. San Francisco: McCutchan, 1976, 195-236.

Harnischfeger, A. and Wiley, D.E. — Conceptual Issues in Models of School Learning. Studies of Educative Processes, No. 10, ML-GROUP for Policy Studies in Education, CEMREL, Inc., 1977.

Smith, J.K. — Teacher Planning for Instruction. Studies of Educative Processes, No. 12, ML-GROUP for Policy Studies in Education, CEMREL, Inc., 1977.

APPENDIX A

Definitions and Algorithms for Time Allocation Calculations

Appendix A: Definitions and Algorithms for Time Allocation Calculations

The time allocations discussed in this paper and displayed in Appendix B indicate the amount of time spent by pupils and teachers in various subject area by instructional setting combinations. For pupils, instructional settings were defined as:

1. Supervised whole class--A teacher- or aide-directed activity which includes all pupils who are present.

2. Supervised subgroup--A teacher- or aide-directed activity which includes only some of the pupils who are present.

3. Supervised individual--A teacher- or aide-directed activity which includes one or two pupils only. We have included periods when an adult corrects papers with one pupil at a time and gives feedback or help with the assignments, as well as periods when an adult provides direct instruction to one or two pupils.

4. Unsupervised individual--An activity in which pupils work at their own pace, without teacher direction, although the teacher may be available to monitor work and answer questions.

No distinction was made between activities supervised by the teacher and those supervised by an aide or volunteer.

Instructional settings for teachers were defined as:

1. Whole class instruction
2. Subgroup instruction
3. Individual instruction
4. Diverse monitoring activities

Definitions of the first three settings correspond to the definitions of supervised settings for pupils. The fourth, diverse monitoring activities, refers to the diverse teacher activities which take place while pupils are working in the unsupervised individual setting. During these times, the teacher is usually available to monitor pupils' work, answer questions, and briefly provide individual help. She may also discipline pupils, work at her desk, talk to the aide, and so on. Typically, the teacher shifts back and forth among these activities during any period of time. We have defined "diverse monitoring activities" to include any teacher activity, other than direct instruction, which occurs while pupils are working independently.

Subject area categories included:

1. Art, crafts
2. Reading
   - 2.1 Reading instruction
   - 2.2 Free reading
3. Language Arts
4. Story (read aloud by teacher)
5. Physical Education
6. Mathematics
7. Music
8. Science
9. Social Studies
10. Bilingual Instruction
11. Unclassified (e.g. unknown seatwork)

Average time allocations for pupils were calculated by summing the number of pupil-minutes of each type of instruction received (the

product of the duration of instruction and the number of pupils who participate), and dividing by the number of pupils present. As an example, consider a class in which the pupils are divided into two reading subgroups. One group meets with the teacher for ten minutes and the other for twenty minutes. If there are 15 pupils in each group, the total number of pupil-minutes of subgroup instruction in reading is (10x15) + (20x15) = 450. Dividing by 30 (the number of pupils present) we find that pupils in this class receive an average of 15 minutes of subgroup instruction in reading. Similarly, if 2 pupils in the class receive 5 minutes of individual instruction in mathematics, the average amount of this type of instruction received would be $\frac{(2x5)}{30} = 0.3$ minutes.

The total number of pupils used as the base for calculating these pupil time allocations consisted of the number of pupils present during each morning and afternoon. Pupils who were pulled out of the class for part of the morning or afternoon were considered present; however, pupils who went to another class for the entire morning or afternoon were not included in the number of pupils present during that part of the day. Similarly, pupils who came into the class from another room were included as members of the class only if they remained for an entire morning or afternoon. When attendance differed from morning to afternoon, the average amount of instruction received in each subject area x setting combination was calculated separately for the morning and afternoon

and then summed for the entire day.

The number of pupils involved in each subgroup activity was determined from the observer's log and class roster.

All "pull-out" instruction has been coded as occurring in the subgroup setting. This classification is somewhat arbitrary, since pull-out instruction may involve a class-size group (e.g. in a bilingual classroom), or a single pupil (e.g. with a speech specialist). However, since our data do not include any indication of the number of pupils involved in settings outside the classroom, these situations were consistently classified as subgroup settings.

Teacher time allocations were calculated by summing the amounts of time which the teacher spent in each type of instructional setting during the entire day. For example, if a teacher spends 10 minutes with one reading group and 20 minutes with another, she has devoted a total of 30 minutes to subgroup instruction in reading.

Time allocations for teacher aides and volunteers were calculated in a similar manner, and are shown separately in the tables containing teacher times.

APPENDIX B

Time Allocation Summaries

Class: 1 (Miss Greenberg)

Day: Monday, 5/16

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	21.0	3.2	11.5	35.7	15.2
Mathematics	-	-	0.8	-	0.8	0.3
Language Arts	18.0	-	0.5	30.5	49.0	20.9
Unclassified	17.0	-	-	81.5	98.5	42.1
Physical Education	50.0	-	-	-	50.0	21.4
Subtotal	85.0	21.0	4.5	123.5	234.0	
Percent of Instructional Time	36.3	9.0	1.9	52.8		100.0

	Minutes	Percent of School Day
Instructional Time	234.0	73.1
Break Time	60.0	18.8
Transition & Managerial	26.0	8.1
Total School Day	320.0	100.0

B.1

Class: 1 (Miss Greenberg)

Day: Monday, 5/16

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	84	6	4	94	50.8
Mathematics	-	-	10	-	10	5.4
Language Arts	18	-	13	19	50	27.0
Unclassified	17	-	-	14	31	16.8
Subtotal	35	84	29	37	185	
Percent of Instructional Time	18.9	45.4	15.7	20.0		100.0

Aide Time:
41 min. Mathematics (individual)
6 min. Reading (subgroup)

	Minutes	Percent of School Day
Instructional Time	185	57.8
Break Time	60	18.8
Transition & Managerial	75	23.4
Total School Day	320	100.0

Class: 1 (Miss Greenberg)

Day: Tuesday, 5/17

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	21.7	-	-	21.7	9.6
Mathematics	10.6	-	1.5	25.0	37.1	16.4
Art	58.0	-	-	-	58.0	25.7
Free Reading	-	-	-	22.5	22.5	10.0
Unclassified	7.0	-	-	79.3	86.3	38.2
Subtotal	75.6	21.7	1.5	126.8	225.6	
Percent of Instructional Time	33.5	9.6	0.7	56.2		100.0

	Minutes	Percent of School Day
Instructional Time	225.6	70.3
Break Time	64.0	19.9
Transition & Managerial	31.4	9.8
Total School Day	321.0	100.0

B.3

Class: 1 (Miss Greenberg)

Day: Tuesday, 5/17

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	87	-	-	87	39.0
Mathematics	11	-	5	25	41	18.4
Art	58	-	-	-	58	26.0
Free Reading	-	-	-	17	17	7.6
Unclassified	7	-	-	13	20	9.0
Subtotal	76	87	5	55	223	
Percent of Instructional Time	34.1	39.0	2.2	24.7		100.0

Aide Time:
34 min. Mathematics
(Individual)

	Minutes	Percent of School Day
Instructional Time	223	69.5
Break Time	64	19.9
Transition & Managerial	34	10.6
Total School Day	321	100.0

Class: 2 (Mrs. Sitner)

Day: Monday, 5/16

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	1.0	13.5	0.7	43.6	58.8	39.8
Mathematics	-	-	0.9	-	0.9	0.6
Language Arts	-	5.4	-	20.3	25.7	17.4
Unclassified	9.0	-	-	53.5	62.5	42.2
Subtotal	10.0	18.9	1.6	117.4	147.9	
Percent of Instructional Time	6.8	12.8	1.1	79.4		100.0

	Minutes	Percent of School Day
Instructional Time	147.9	46.2
Break Time	82.0	25.6
Transition & Managerial	90.1	28.2
Total School Day	320.0	100.0

Class: 2 (Mrs. Sitner)

Day: Monday, 5/16

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	1	39	7	26	73	44.0
Mathematics	-	-	19	-	19	11.4
Language Arts	-	19	-	14	33	19.9
Unclassified	9	-	-	32	41	24.7
Subtotal	10	58	26	72	166	
Percent of Instructional Time	6.0	34.9	15.7	43.4		100.0

	Minutes	Percent of School Day
Instructional Time	166	51.9
Break Time	82	25.6
Transition & Managerial	72	22.5
Total School Day	320	100.0

Class: 2 (Mrs. Sitner)

Day: Tuesday, 5/17

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtota.	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	24.0	26.6	-	-	50.6	29.0
Language Arts	-	-	-	17.0	17.0	9.7
Art	-	-	-	36.5	36.5	20.9
Unclassified	2.0	-	0.5	68.0	70.5	40.4
Subtotal	26.0	26.6	0.5	121.5	174.6	
Percent of Instructional Time	14.9	15.2	0.3	69.6		100.0

	Minutes	Percent of School Day
Instructional Time	174.6	53.7
Break Time	86.0	26.5
Transition & Managerial	64.4	19.8
Total School Day	325.0	100.0

B.7

69

Class: 2 (Mrs. Sitner)

Day: Tuesday, 5/17

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	24	83	-	-	107	55.2
Language Arts	-	-	-	17	17	8.8
Art	-	-	-	20	20	10.3
Unclassified	2	-	13	35	50	25.8
Subtotal	26	83	13	72	194	
Percent of Instructional Time	13.4	42.8	6.7	37.1		100.0

	Minutes	Percent of School Day
Instructional Time	194	59.7
Break Time	86	26.5
Transition & Managerial	45	13.8
Total School Day	325	100.0

Class: 3 (Mrs. Williams)

Day: Monday, 5/23

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	42.1	-	-	42.1	17.5
Mathematics	21.3	-	1.4	8.3	31.0	12.8
Unclassified	13.0	-	1.2	110.2	124.4	51.6
Physicial Education	40.0	-	-	-	40.0	16.6
Bilingual (pull-out)	-	3.6	-	-	3.6	1.5
Subtotal	74.3	45.7	2.6	118.5	241.1	
Percent of Instructional Time	30.8	19.0	1.1	49.1		100.0

	Minutes	Percent of School Day
Instructional Time	241.1	74.6
Break Time	49.4	15.3
Transition & Managerial	32.5	10.1
Total School Day	323.0	100.0

B.9

Class: 3 (Mrs. Williams)

Day: Monday, 5/23

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	108	-	-	108	53.2
Mathematics	23	-	-	9	32	15.8
Unclassified	13	-	34	16	63	31.0
Subtotal	36	108	34	25	203	
Percent of Instructional Time	17.7	53.2	16.7	12.3		100.0

Aide Time:
19 min. Mathematics
(individual)

	Minutes	Percent of School Day
Instructional Time	203	62.8
Break Time	45	13.9
Transition & Managerial	75	23.2
Total School Day	323	100.0

Class: 3 (Mrs. Williams)

Day: Tuesday, 5/24

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	14.0	22.5	-	-	36.5	17.1
Language Arts	-	30.5	-	-	30.5	14.3
Unclassified	14.5	-	0.8	126.2	141.5	66.4
Speech (pull-out)	-	0.8	-	-	0.8	0.4
Bilingual (pull-out)	-	3.7	-	-	3.7	1.7
Subtotal	28.5	57.5	0.8	126.2	213.0	
Percent of Instructional Time	13.4	26.9	0.4	59.2		100.0

	Minutes	Percent of School Day
Instructional Time	213.0	67.2
Break Time	71.5	22.6
Transition & Managerial	32.5	10.2
Total School Day	317.0	100.0

B.11

Class: 3 (Mrs. Williams)

Day: Tuesday, 5/24

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	14	69	-	-	83	39.2
Language Arts	-	61	-	-	61	28.8
Unclassified	15	-	26	27	68	32.1
Subtotal	29	130	26	27	212	
Percent of Instructional Time	13.7	61.3	12.3	12.7		100.0

	Minutes	Percent of School Day
Instructional Time	212	66.9
Break Time	65	20.5
Transition & Managerial	40	12.6
Total School Day	317	100.0

Class: 4 (Mrs. Pauls)

Day: Monday, 5/23

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	11.9	31.2	-	-	43.1	21.5
Mathematics	7.8	2.2	-	77.3	87.3	43.5
Free Reading & Games	-	-	-	40.7	40.7	20.3
Unclassified	-	-	-	27.8	27.8	13.8
Bilingual (pull-out)	-	1.7	-	-	1.7	0.8
Subtotal	19.7	35.1	-	145.8	200.6	
Percent of Instructional Time	9.8	17.5	-	72.7		100.0

	Minutes	Percent of School Day
Instructional Time	200.6	62.9
Break Time	64.6	20.2
Transition & Managerial	53.8	16.9
Total School Day	319.0	100.0

Class: 4 (Mrs. Pauls)

Day: Monday, 5/23

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	12	94	-	-	106	52.7
Mathematics	8	7	-	33	48	23.9
Free Reading & Games	-	-	-	42	42	20.9
Unclassified	-	-	-	5	5	2.5
Subtotal	20	101	-	80	201	
Percent of Instructional Time	10.0	50.2	-	39.8		100.0

	Minutes	Percent of School Day
Instructional Time	201	63.0
Break Time	65	20.4
Transition & Managerial	53	16.6
Total School Day	319	100.0

Class: 4 (Mrs. Pauls)

Day: Tuesday, 5/24

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	28.6	-	-	28.6	13.4
Mathematics	9.7	-	-	-	9.7	4.6
Language Arts	13.6	-	-	-	13.6	6.4
Art	-	-	-	25.0	25.0	11.8
Unclassified	13.0	-	-	121.1	134.1	63.0
Bilingual (pull-out)	-	1.7	-	-	1.7	0.8
Subtotal	36.3	30.3	-	146.1	212.7	
Percent of Instructional Time	17.1	14.2	-	68.7		100.0

	Minutes	Percent of School Day
Instructional Time	212.7	67.1
Break Time	73.6	23.2
Transition & Managerial	30.7	9.7
Total School Day	317.0	100.0

Class: 4 (Mrs. Pauls)

Day: Tuesday, 5/24

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	93	-	-	93	41.5
Mathematics	10	-	-	-	10	4.5
Language Arts	14	-	-	-	14	6.2
Art	-	-	-	25	25	11.2
Unclassified	13	-	-	57	82	36.6
Subtotal	37	93	-	82	224	
Percent of Instructional Time	16.5	41.5	-	36.6		100.0

	Minutes	Percent of School Day
Instructional Time	224	70.7
Break Time	74	23.3
Transition & Managerial	19	6.0
Total School Day	317	100.0

Class: 5 (Mrs. Perkins)

Day: Monday, 6/6

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	8.4	-	-	8.4	3.2
Science	3.0	-	-	29.0	32.0	12.0
Story	12.0	-	-	-	12.0	4.5
Unclassified	-	-	-	156.0	156.0	58.6
Physical Education	58.0	-	-	-	58.0	21.8
Subtotal	73.0	8.4	-	185.0	266.4	
Percent of Instructional Time	27.4	3.2	-	69.4		100.0

	Minutes	Percent of School Day
Instructional Time	266.4	73.0
Break Time	75.6	20.7
Transition & Managerial	23.0	6.3
Total School Day	365.0	100.0

Class: 5 (Mrs. Perkins)

Day: Monday, 6/6

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	25	-	-	25	11.7
Science	3	-	-	29	32	15.0
Story	12	-	-	-	12	5.6
Unclassified	-	-	-	145	145	67.8
Subtotal	15	25	-	174	214	
Percent of Instructional Time	7.0	11.7	-	81.3		100.0

	Minutes	Percent of School Day
Instructional Time	214	58.6
Break Time	70	19.2
Transition & Managerial	81	22.2
Total School Day	365	100.0

Class: 5 (Mrs. Perkins)

Day: Tuesday, 6/7

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	6.0	-	-	6.0	2.3
Mathematics	18.0	-	-	19.8	37.8	14.7
Art	-	-	-	46.0	46.0	17.9
Story	13.0	-	-	-	13.0	5.1
Unclassified	-	-	0.2	146.7	146.9	57.3
Speech (pull-out)	-	6.8	-	-	6.8	2.6
Subtotal	31.0	12.8	0.2	212.5	256.5	
Percent of Instructional Time	12.1	5.0	0.1	82.8		100.0

	Minutes	Percent of School Day
Instructional Time	256.5	70.3
Break Time	83.5	22.9
Transition & Managerial	25.0	6.8
Total School Day	365.0	100.0

Class: 5 (Mrs. Perkins)

Day: Tuesday, 6/7

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	19	-	-	19	7.7
Mathematics	18	-	-	15	33	13.4
Art	-	-	-	46	46	18.7
Story	13	-	-	-	13	5.3
Unclassified	-	-	5	130	135	54.9
Subtotal	31	19	5	191	246	
Percent of Instructional Time	12.6	7.7	2.0	77.6		100.0

	Minutes	Percent of School Day
Instructional Time	246	67.4
Break Time	94	25.8
Transition & Managerial	25	6.8
Total School Day	365	100.0

Class: 6 (Miss Hernandez)

Day: Wednesday, 6/8

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	14.4	26.3	0.2	-	40.9	16.3
Mathematics	-	2.3	-	-	2.3	0.9
Language Arts	19.5	-	-	34.3	53.8	21.4
Art	-	-	-	17.9	17.9	7.1
Unclassified	3.8	-	-	60.4	64.2	25.5
Physical Education	47.0	-	-	-	47.0	18.7
Language (pull-out)	-	25.2	-	-	25.2	10.0
Subtotal	84.7	53.8	0.2	112.6	251.3	
Percent of Instructional Time	33.7	21.4	0.1	44.8		100.0

	Minutes	Percent of School Day
Instructional Time	252.4	70.3
Break Time	82.6	23.0
Transition & Managerial	24.0	6.7
Total School Day	359.0	100.0

Class: 6 (Miss Hernandez)

Day: Wednesday, 6/8

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	15	83	6	-	104	52.3
Mathematics	-	10	-	-	10	5.0
Language Arts	20	-	-	26	46	23.1
Unclassified	4	-	-	35	39	19.6
Subtotal	39	93	6	61	199	
Percent of Instructional Time	19.6	46.7	3.0	30.6		100.0

	Minutes	Percent of School Day
Instructional Time	199	55.4
Break Time	86	24.0
Transition & Managerial	74	20.6
Total School Day	359	100.0

Class: 6 (Miss Hernandez)

Day: Thursday, 6/9

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	21.0	27.3	0.3	-	48.6	19.3
Mathematics	-	5.8	-	-	5.8	2.3
Language Arts	26.0	-	-	31.0	57.0	22.6
Art	12.1	-	-	14.5	26.6	10.6
Music	12.1	-	-	-	12.1	4.8
Unclassified	9.9	-	-	82.1	92.0	36.5
Speech (pull-out)	-	1.3	-	-	1.3	0.5
Language (pull-out)	-	8.4	-	-	8.4	3.3
Subtotal	81.1	42.8	0.3	127.6	251.8	
Percent of Instructional Time	32.2	17.0	0.1	50.7		100.0

	Minutes	Percent of School Day
Instructional Time	251.8	68.4
Break Time	98.0	26.6
Transition & Managerial	18.2	4.9
Total School Day	368.0	100.0

B.23

Class: 6 (Miss Hernandez)

Day: Thursday, 6/9

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	21	82	7	-	110	44.2
Mathematics	-	8	-	-	8	3.2
Language Arts	26	-	-	32	58	23.3
Art	12	-	-	-	12	4.8
Music	13	-	-	-	13	5.2
Unclassified	10	-	-	38	48	19.3
Subtotal	82	90	7	70	249	
Percent of Instructional Time	32.9	36.1	2.8	28.1		100.0

	Minutes	Percent of School Day
Instructional Time	249	67.7
Break Time	99	26.9
Transition & Managerial	20	5.4
Total School Day	368	100.0

Class: 7 (Mrs. Huffman)

Day: Thursday, 5/19

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	40.0	-	-	40.0	19.4
Mathematics	13.4	-	0.5	8.0	21.9	10.6
Language Arts	27.0	-	-	-	27.0	13.1
Free Reading	-	-	-	6.0	6.0	2.9
Unclassified	6.0	-	-	103.9	109.9	53.4
Reading (pull-out)	-	1.0	-	-	1.0	0.5
Subtotal	46.4	41.0	0.5	117.9	205.8	
Percent of Instructional Time	22.5	19.9	0.2	57.3		100.0

	Minutes	Percent of School Day
Instructional Time	205.8	65.3
Break Time	68.0	21.6
Transition & Managerial	41.2	13.1
Total School Day	315.0	100.0

B.25

Class: 7 (Mrs. Huffman)

Day: Thursday, 5/19

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	115	-	-	115	56.1
Mathematics	14	-	-	8	22	10.7
Language Arts	27	-	-	-	27	13.2
Free Reading	-	-	-	6	6	2.9
Unclassified	6	-	-	29	35	17.1
Subtotal	47	115	-	43	205	
Percent of Instructional Time	22.9	56.1		21.0		100.0

Aide Time:

12 minutes Mathematics (individual)

	Minutes	Percent of School Day
Instructional Time	205	65.1
Break Time	68	21.6
Transition & Managerial	42	13.3
Total School Day	315	100.0

Class: 8 (Miss Sutton)

Day: Thursday, 5/19

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	2.3	48.0	-	26.8	77.1	36.5
Mathematics	3.0	-	-	17.0	20.0	9.5
Language Arts	6.0	-	-	25.0	31.0	14.7
Unclassified	2.0	-	0.3	79.4	81.7	38.7
Reading (pull-out)	-	1.2	-	-	1.2	0.6
Subtotal	13.3	49.2	0.3	148.2	211.0	
Percent of Instructional Time	6.3	23.3	0.1	70.2		100.0

	Minutes	Percent of School Day
Instructional Time	211.0	66.8
Break Time	72.0	22.8
Transition & Managerial	33.0	10.4
Total School Day	316.0	100.0

B.27

Class: 8 (Miss Sutton)

Day: Thursday, 5/19

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	3	83	-	20	106	50.2
Mathematics	3	-	-	17	20	9.5
Language Arts	6	-	-	25	31	14.7
Unclassified	2	-	8	44	54	25.6
Subtotal	14	83	8	106	211	
Percent of Instructional Time	6.6	39.3	3.8	50.2		100.0

Aide Time:

16 minutes Reading (subgroup)

	Minutes	Percent of School Day
Instructional Time	211	66.8
Break Time	72	22.8
Transition & Managerial	33	10.4
Total School Day	316	100.0

Class: 9 (Mrs. Wilson)

Day: Wednesday, 5/25

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	-	17.1	-	12.0	29.1	13.5
Mathematics	-	1.8	-	27.1	28.9	13.4
Language Arts	44.0	-	-	8.0	52.0	24.1
Music	7.8	-	-	4.9	12.7	5.9
Unclassified	35.8	-	-	53.4	89.2	41.4
Bilingual (pull-out)	-	3.8	-	-	3.8	1.8
Subtotal	87.6	22.7	-	105.4	215.7	
Percent of Instructional Time	40.6	10.5	-	48.9		100.0

	Minutes	Percent of School Day
Instructional Time	215.7	68.7
Break Time	57.6	18.3
Transition & Managerial	40.7	13.0
Total School Day	314.0	100.0

B.29

Class: 9 (Mrs. Wilson)

Day: Wednesday, 5/25

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	-	51	-	12	63	38.4
Mathematics	-	3	-	32	35	21.3
Language Arts	-	-	-	8	45	27.4
Music	8	-	-	5	13	7.9
Unclassified	37	-	-	8	45	27.4
Subtotal	45	54	-	65	164	
Percent of Instructional Time	27.4	32.9	-	39.6		100.0

	Minutes	Percent of School Day
Instructional Time	164	52.2
Break Time	58	18.5
Transition & Managerial	92	29.3
Total School Day	314	100.0

Class: 10 (Mrs. West)

Day: Monday, 5/23

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	4.0	18.0	-	-	22.0	9.2
Mathematics	7.0	-	-	12.5	19.5	8.2
Language Arts	32.0	-	-	-	22.0	13.4
Science	17.0	-	-	-	17.0	7.1
Art	-	-	-	21.5	21.5	9.0
Free Reading	-	-	-	6.0	6.0	2.5
Unclassified	9.0	-	-	75.0	84.0	35.3
Physical Education	36.0	-	-	-	36.0	15.1
Subtotal	105.0	18.0	-	115.0	238.0	
Percent of Instructional Time	44.1	7.6	-	48.3		100.0

	Minutes	Percent of School Day
Instructional Time	238.0	72.8
Break Time	51.0	15.6
Transition & Managerial	38.0	11.6
Total School Day	327.0	100.0

B.31

Class: 10 (Mrs. West)

Day: Monday, 5/23

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	4	53	-	-	57	33.5
Mathematics	7	-	-	10	17	10.0
Science	17	-	-	-	17	10.0
Art	-	-	-	24	24	14.1
Free Reading	-	-	-	6	6	3.5
Unclassified	9	-	-	40	49	28.8
Subtotal	37	53	-	80	170	
Percent of Instructional Time	21.8	31.2	-	47.0		100.0

Aide Time:

32 min. Language Arts(whole class)

Volunteer Time:

24 min. Art (monitoring)

	Minutes	Percent of School Day
Instructional Time	170	52.0
Break Time	51	15.6
Transition & Managerial	106	32.4
Total School Day	327	100.0

Class: 11 (Mrs. Vance)

Day: Friday, 6/10

Average Distribution of Pupils' Instructional Time (Minutes).

Subject Area	Supervised Instruction			Unsupervised Individual Work	Subtotal	Percent of Instructional Time
	Whole Class	Subgroup	Individual			
Reading	25.0	21.7	-	-	46.7	19.6
Mathematics	25.0	-	-	-	25.0	10.5
Language Arts	39.0	-	-	-	39.0	16.4
Science	6.0	-	-	8.4	14.4	6.0
Art	-	-	-	24.4	24.4	10.2
Unclassified	-	-	-	45.6	45.6	19.2
Physical Education	43.0	-	-	-	43.0	18.0
Subtotal	138.0	21.7	-	78.4	238.1	
Percent of Instructional Time	58.0	9.1	-	32.9		100.0

	Minutes	Percent of School Day
Instructional Time	238.1	64.7
Break Time	107.0	29.0
Transition & Managerial	22.9	6.2
Total School Day	368.0	100.0

B.33

Class: 11 (Mrs. Vance)

Day: Friday, 6/10

Distribution of Teacher's Instructional Time (Minutes).

Subject Area	Whole Class Instruction	Subgroup Instruction	Individual Instruction	Diverse Monitoring Activities	Subtotal	Percent of Instructional Time
Reading	25	55	-	-	80	41.0
Mathematics	25	-	-	-	25	12.8
Language Arts	39	-	-	-	39	20.0
Science	6	-	-	-	6	3.1
Art	-	-	-	16	16	8.2
Unclassified	-	-	-	29	29	14.9
Subtotal	95	55	-	45	195	
Percent of Instructional Time	48.7	28.2	-	23.1		100.0

	Minutes	Percent of School Day
Instructional Time	195	53.0
Break Time	107	29.1
Transition & Managerial	66	17.9
Total School Day	368	100.0

APPENDIX C

Base Data

Miss Greenberg

Teacher
White, 8½ years experience. Began teaching as a substitute in a middle-class school, then moved to this school.

Pupils
Enrollment: 29 (14 girls, 15 boys)
Attendance: 3 absent on each observation day.
This is the high-achieving first-grade class; however, 2 boys (pupils 4 and 28) transferred into the class and are working at a much lower level.

Two girls go to 2nd grade for reading and two 2nd grade boys come to this class.

Aide Support
Aide in class from 12:00 - 1:00 every day. Works on materials when pupils are in special classes (M, W, Thurs. until 12:15). Spends most of the rest of her time with pupils (4) and (28).

Curricular Materials
Reading - Distar (SRA)
Wisconsin Design - Comprehension element. Teacher also uses assorted readers and reading workbooks which are on hand from previous years.

Grouping
Teacher groups only for reading instruction. Has 4 groups for Distar reading. Exchanges pupils with other teachers for teaching Wisconsin Design comprehension skills.

Weekly Schedule
Special classes - gym, music, library: 11:30-12:15 Monday, Wednesday and Thursday.

Enrichment classes - Friday afternoons. Special activities (e.g., sewing, embroidery, Spanish) of pupils' own choice.

Daily Schedule
School day: 9:10 - 2:30 includes:

25 minutes for lunch
15 minutes for recess
2 5-minute toilet breaks

Reading instruction usually takes the entire morning and part of the afternoon. Teacher tries to meet with all reading groups, but sometimes runs out of time

Miss Greenberg

and skips one. After reading, she teaches mathematics or handwriting (occasionally both). About once a week, she substitutes an art project for one of these. There is no set schedule for the day.

Planning

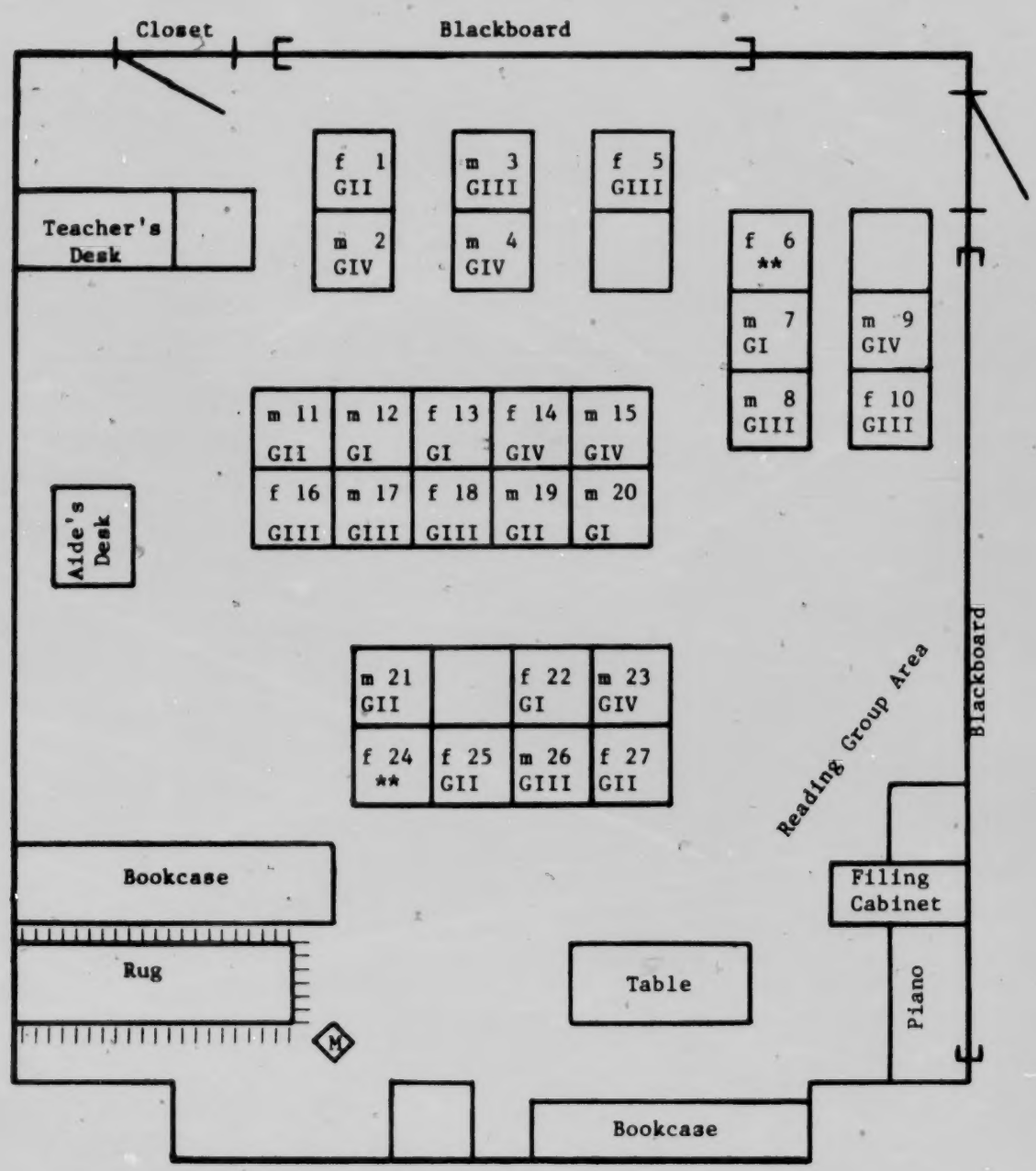
Teacher tries to "overplan" her days so that she always has more activities planned than she thinks she will actually have time for. Then she selects from these activities according to the children's behavior, the weather, and her own mood.

Classroom Atmosphere

Teacher directs the class with a minimum of explanation; gives brief directions and rarely uses examples to show what she means. She has a loud speaking voice, and the noise level in the classroom is high. Pupils often seemed confused about what to do.

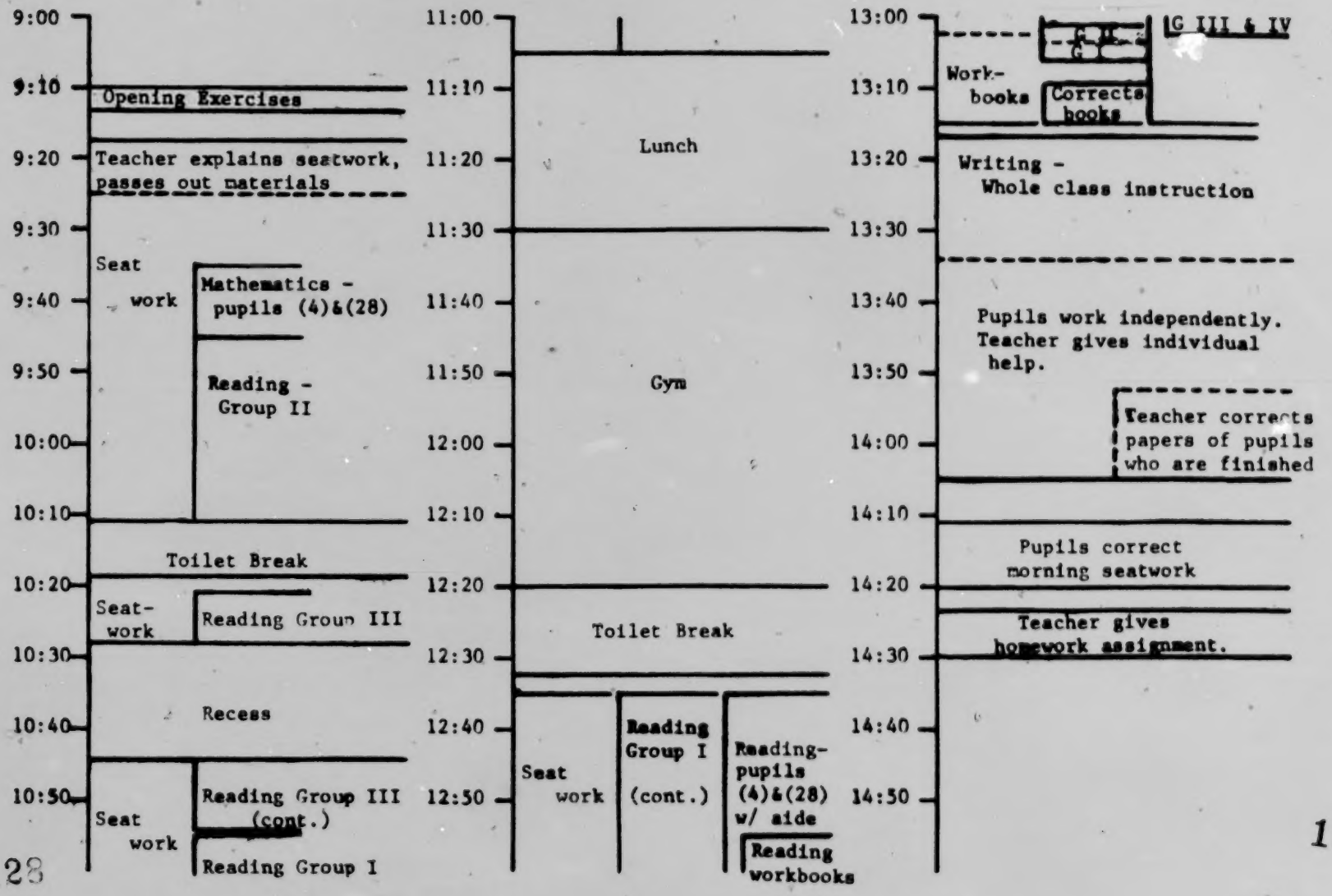
Communication with the pupils was often indirect. For example, once when the class became noisy, she said, "I didn't open the door so you could talk - I opened it so we would be cooler."

Miss Greenberg's Classroom, First Grade (5/16/77, 5/17/77).



M = observer
f = female
m = male
* = Second Graders. #2 in this class for reading, #31 for entire day.
** = Goes to Second grade during morning for reading, spelling, and mathematics.
Roman Numerals denote Reading Group assignment.
All students are Black.
Pupils 28(m,IV), 29(f,I), 30(f,III), 31(m,IV) were absent 5/17/77.

A Monday in Miss Greenberg's Class (5/16/77)



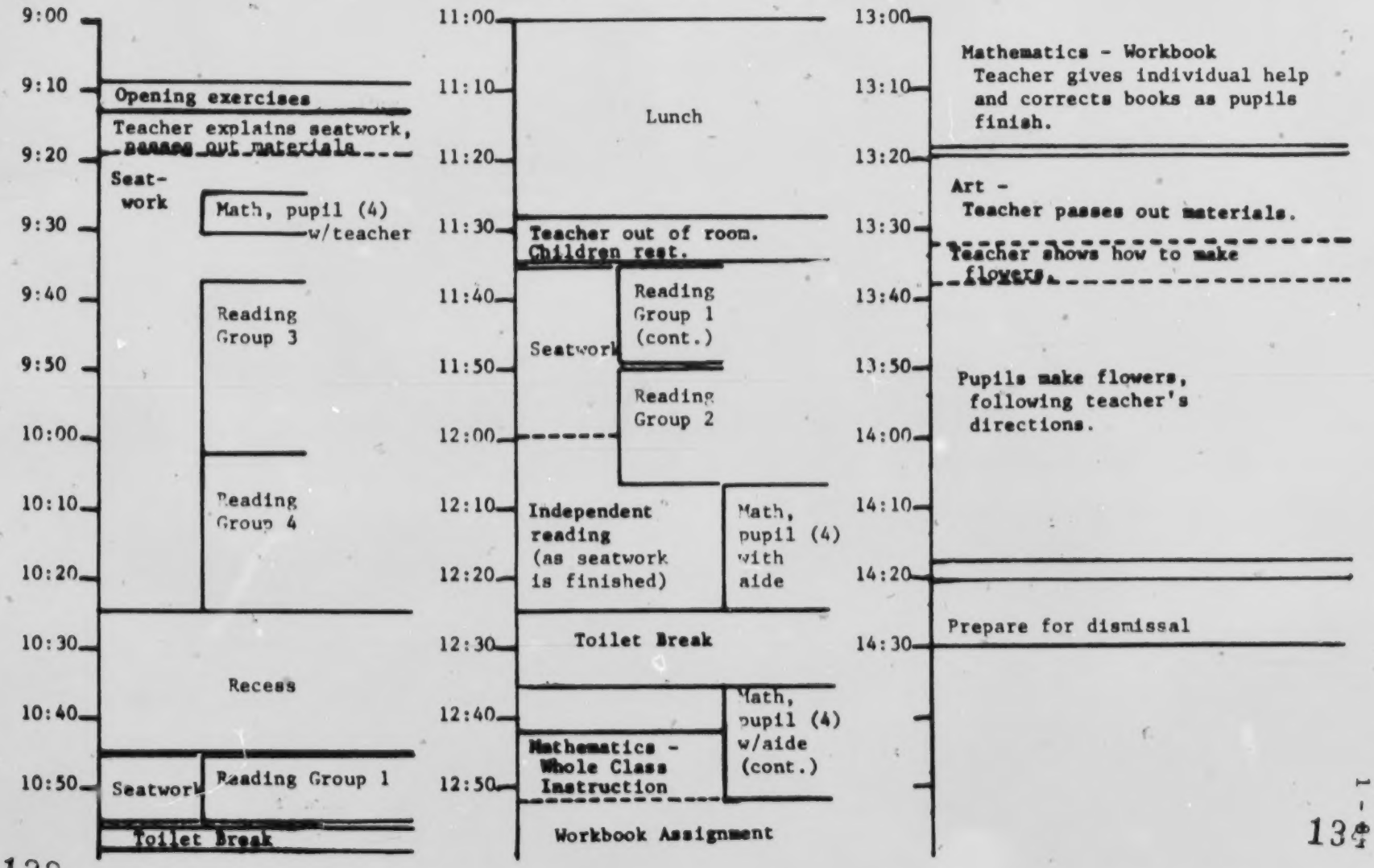
A Monday in Miss Greenberg's Class (May 16, 1977)

9:00 - 9:05	Pupils are entering the room.
9:05	Teacher puts math problems on the blackboard. Pupils talk to each other. Several speak to teacher individually.
9:09	Teacher calls roll. There are 26 children present.
9:10 - 9:13	Class says pledge, sings "America." Teacher shows the day and date on the calendar. Teacher moves one boy's desk.
9:17	Teacher explains seatwork assignment: 1. Sentences to be copied: Today is_____, ____ ____, ____. It feels like a hot summer day. (These are on the board.) 2. Spelling. Each new word is to be written four times. (Five words are on the board.) 3. Math - 16 addition problems, e.g. $\square + 2 = 8$ 8 money problems, e.g., 5 pennies + 1 quarter = __¢. (Problems are on the board.) 4. Three worksheets (one attached, the others were "grab-bag" sheets - leftovers from earlier in the year which were passed out randomly.)
9:21 - 9:25	Teacher and 3 pupils pass out materials. Other pupils start on seatwork.
9:35	Pupils (4) and (28) bring math papers to teacher's desk. She corrects them and gives new assignment (an easier worksheet than the regular seatwork). These two pupils transferred into this class and are working at a level considerably below the rest of the class.
9:45	Teacher calls R.G.II (3 boys, 3 girls). She corrects workbooks. Pupils (25) tries to finish her assignment.
9:48	R.G. pupils read words from T's book, then a story.
10:11 - 10:18	Toilet break.
10:21 - 10:28	R.G.III meets (4 boys, 3 girls). Other pupils continue seatwork.
10:28 - 10:44	Outside recess. Teacher has break.
10:44 - 10:54	R.G.III continues. Teacher frequently interrupts instruction to quiet the rest of the class.

10:55	R.G.I meets (3 boys, 2 girls).
10:59	Teacher has corrected workbooks, but has not yet started instruction because of interruptions.
11:05	Class goes to lunch.
11:30	Return from lunch. Line up for gym.
11:30 - 12:20	Gym with specialist. Teacher corrects papers and prepares materials.
12:20 - 12:32	Toilet break. Two pupils are scuffling when they return and it takes several minutes for everyone to become quiet.
12:34	R.G.I continues with teacher. Pupils (4) and (28) work on reading worksheets with aide. Other pupils continue work on morning seatwork.
12:56 - 13:02	Aide explains reading workbook assignment to pupils in R.G. III and IV. Aide corrects workbooks as pupils finish their assignment. Also is still supervising pupils (4) and (28).
13:01 - 13:03	R.G.I ends. Teacher calls R.G. II, gives instructions for workbook assignment.
13:03 - 13:05	Teacher calls R.G.I, gives instructions for workbook assignment. Pupils begin independent work on workbook assignment.
13:09 - 13:15	Teacher corrects workbooks as pupils finish.
13:15	Aide leaves. Pupils (4) and (28) return to their seats.
13:16 - 13:34	Teacher writes astory on the blackboard, using suggestions from the class. Story is about the hot weather, clothes to wear, and things to do in hot weather. Teacher asks the class to select a title. With prompting, some pupils suggest "Fun Times in Hot Weather." Teacher says the story is not only about having fun , decides they should call it "Things To Do in Hot Weather."
13:34 - 13:52	Pupils copy story from the blackboard. Teacher circulates around the room, checking and helping.
13:35	Pupil (8) goes to sleep. Teacher tries to wake him, then lets him sleep until 14:12.
13:52 - 14:05	Teacher corrects stories when pupils finish. Pupils who are done continue work on morning seatwork.
14:06	Teacher hears a pupil in another room call her name. Leaves to investigate.

14:08	Teacher returns. Pupils (11) and (12) are misbehaving and Teacher sends them to stand in corner. Pupil (12) returns to seat.
14:11 - 14:20	Teacher goes over morning seatwork with entire class. Pupils correct their own papers and hand them in.
14:13	Teacher notices that pupil (12) is not standing in the corner. Sends him there.
14:22	Teacher gives homework assignment (worksheet - attached). Pupils get ready for dismissal.
14:30	Dismissal.

A Tuesday in Miss Greenberg's Class (5/17/77)



A Tuesday in Miss Greenberg's Class (May 17, 1977)

9:00 - 9:05	Pupils are entering the room. Teacher has several pupils move their desks as they come in, then writes math problems on the board.
9:09	Bell. Teacher calls roll. Pupils are noisy; Teacher says, "I heard a bell ring. Did you hear a bell ring?" Pupils say yes. Teacher says "Good, I'm glad I'm not the only one." This rather complicated message is typical of the way she quiets the class. Opening exercises. Class says pledge, sings "America."
9:12	Teacher goes over day, date, etc. Three people enter late. Teacher explains that next Wednesday the class will visit the zoo. Teacher explains seatwork for the day: 1. Morning Story to be copied: "Today is _____, ____ ___, _____. It is suppose to be hot all week." Pupils are to write one additional sentence. 2. Spelling - five words to be copied four times each. 3. Math problems - same as on previous day (see log for 5/16). Today teacher explains that in working the money problems, (e.g., 5 pennies + 1 quarter = ____¢) pupils should start with the quarter or dimes, then add the pennies. 4. Two worksheets (attached). Asks if pupils have any questions about the assignments. Asks "Does everyone understand?" Pupils say yes.
9:19	Collects homework - two pupils left it at home. Teacher chooses 4 pupils to pass out papers. Teacher writes names of colors to use for worksheet on the board. She says only, "All right, there's your coloring numbers."
9:25 - 9:30	Gives different worksheet assignment to pupil (4) and explains how to do it. Pupils have been quieter today than yesterday. Most seem to be concentrating on their work. Now they become more noisy. To quiet them, teacher says, "I asked you when this became playtime, but evidently is always has been, because you're sure not talking about your work."
9:30 - 9:34	Teacher corrects homework papers at her desk.
9:34	Teacher marks completed homework on chart at the front of the room.

9:37	Teacher calls R.G. III. (4 boys, 4 girls: pupils 3, 5, 8, 10, 16, 17, 18, 26). Pupils sound out words in the teacher's book, then read a story. They pay attention, reading in unison while teacher taps the beat with a ruler. Then pupils read individually.
10:02	A mother comes in to tell why her daughter was absent the previous day (she was sick). R.G. III ends.
10:02 - 10:24	R.G.IV meets with teacher (5 boys, 1 girl: pupils 2, 4, 9, 14, 15, 23). They are interrupted briefly twice, once by two older boys bringing some supplies and again by someone at the door with a question for teacher.
10:24	Pupils clear desks, line up, and go to recess.
10:46	Back from recess.
10:46 - 10:55	R.G.I meets with teacher (3 boys, 2 girls: Pupils 7, 12, 13, 20, 22). Teacher corrects workbooks until 10:50.
10:55 - 10:58	Toilet break. Apparently, teacher forgot to do this before meeting with R.G. I.
10:58	Pupils clear desks and line up for lunch.
11:00 - 11:28	Lunch.
11:28	Teacher asks pupils to put heads on desks. Says, "I'll be back in two minutes." Looks in once to quiet class.
11:34	Teacher returns and meets with R.G. I again.
11:39 - 11:42	Teacher is interrupted by another teacher. Apparently, she's asking a question about some crocheting. Then an older boy comes in to collect some forms.
11:50	R.G. I ends. Pupil (4) has been just sitting ever since lunch.
11:50 - 12:08	R.G. II meets with teachers (3 boys, 3 girls: pupil 1, 11, 19, 21, 25, 27).
12:00	Aide comes in. Looks over several pupils' work, Helps (5), then (4). Three or four pupils have finished seatwork, are reading library books at back table.

12:08	Teacher tells pupils they have 2 minutes to finish morning seatwork. Aide takes pupil (4) to back table to work on math worksheet. Works with him until 12:53.
12:12	Aide goes to back table to quiet pupils who are reading. Seven people are at the table, 1 is reading on the rug.
12:16	Teacher is working on art materials. Seven or eight pupils are reading on the rug.
12:23	No one seems to be working. Pupils on the rug are talking and giggling about me. Pupils (8) and (23) are scuffling and teacher calls them over to stand by her desk.
12:25 - 12:36	Toilet break.
12:36	Pupils hand in morning seatwork. Teacher talks to aide.
12:40	Teacher has pupils stand up, put hands on head to quiet down.
12:42	Teacher begins math lesson with whole class. Introduces problems like $\begin{array}{r} 7 \\ -\square \\ \hline 4 \end{array}$. Shows how to use fingers to figure this out. Works 3 examples on the board.
12:53	Teacher assigns a page of math problems in workbook. Aide leaves and pupil (4) returns to his seat. Says he doesn't have anything to do and teacher gives him a new worksheet. Teacher spends a few minutes helping (14) and (18) with workbook assignment. They are interrupted by (15) with broken glasses. Teacher fixes them. Several pupils come to ask questions. Teacher corrects workbooks as pupils finish. Those who are done are supposed to be correcting their mistakes.
13:18	Teacher tells pupils to close their books.
13:20	Teacher takes some cards away from pupil (8), saying, "What I keep telling you, and what you do, are three different things."
13:20 - 13:32	Pupils pass out materials for art project.
13:32 - 13:37	Teacher gives directions for art project. Pupils are to fold 5 sheets of tissue paper into a fan, fasten it with a wire, and unfold the tissue paper into a flower.

13:37 - 14:18	Pupils work on flowers. Teacher walks around to check everyone's work. She gets very impatient with pupils who do it wrong.
14:18	Teacher tells pupils to put flowers away. They will finish them the next day. She stands by her desk and finishes her flower.
14:21	Teacher collects pencils from pupils who have borrowed them. Hands out homework and notices to be taken home.
14:30	Dismissal.

Mrs. Sitner

1st grade low-achieving class.

Teacher
17 years at this school.

Pupils
Enrollment: 27
Attendance: first day 21 present; second day 25.

Curricular Material
Reading - Distar (SRA)

Weekly Schedule - excluding reading and mathematics.

Special classes - gym, Wednesday 1:00-1:45; music, Thursday 12:15-1:00
*Enrichment classes - Friday, 1:30 - 2:30
special activities (e.g. Spanish, sewing, art, French, embroidery, dancing)

Absence rates: On Mondays and Fridays typically 5 to 6, on Tuesdays, Wednesdays and Thursdays typically 2 to 3.

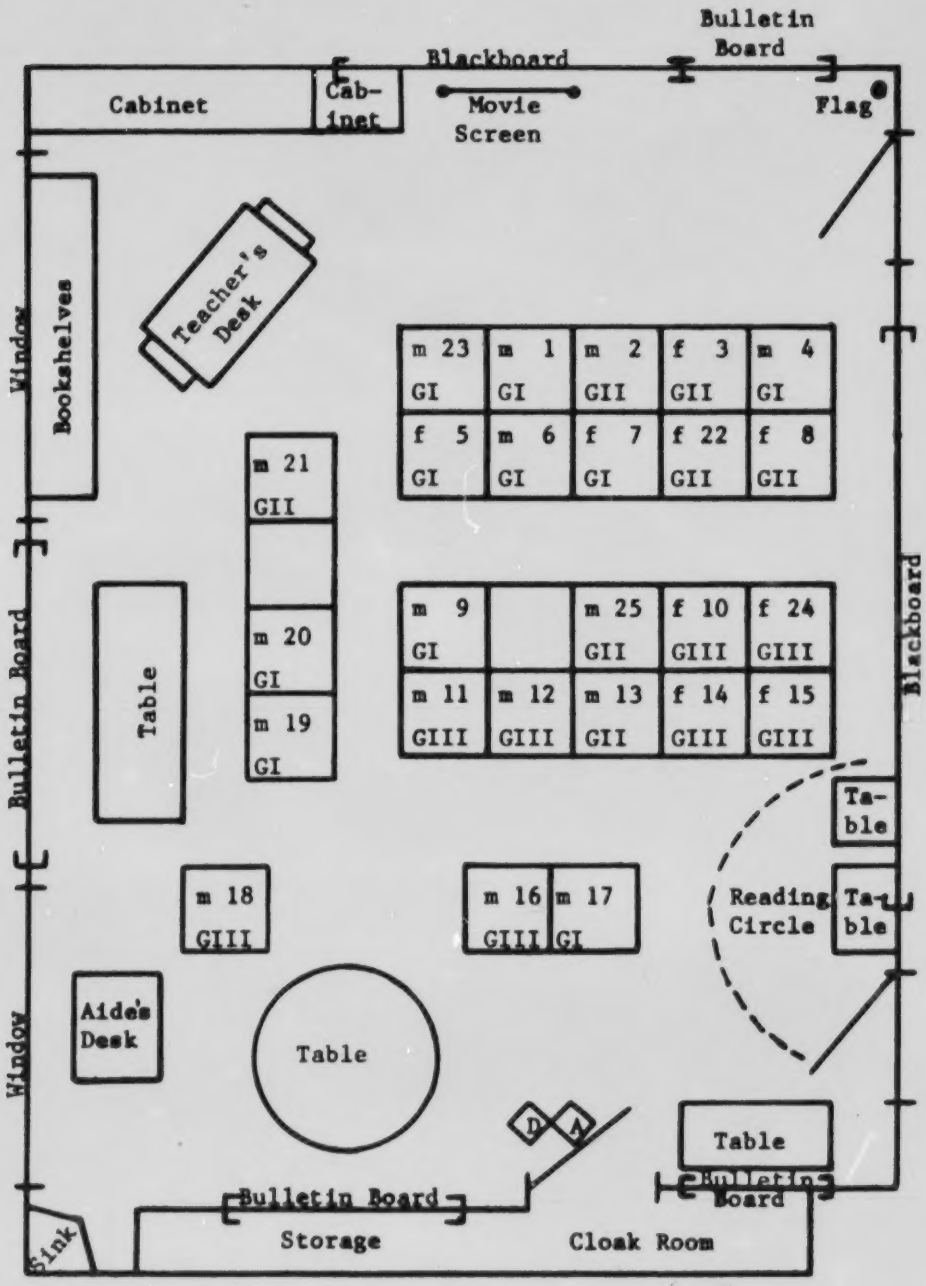
Transfers over school year: 12 out
8 in (2 in and out)

Class started in fall with 31 pupils, now 27.

One pupil (16) entered school for one day on Nov. 3, then did not come back before March 15. Not ill.

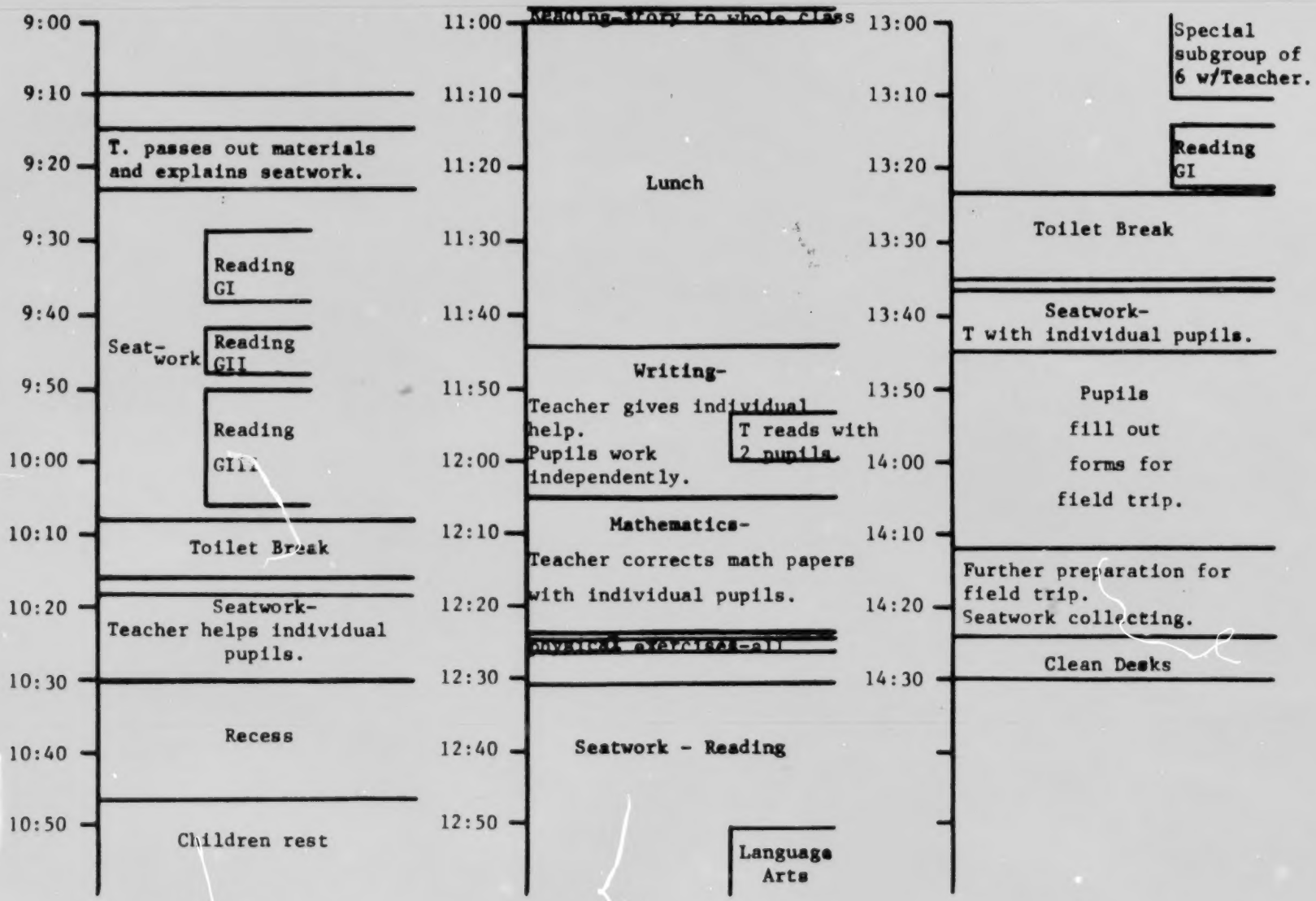
*Classes are regrouped according to interest.

Mrs. Sitner's Classroom, First Grade (5/16/77, 5/17/77).



m = male
f = female
Roman Numerals denote reading group assignment.
D and A = observers
All pupils are Black.

A Monday in Mrs. Sitner's Class (5/16/77).



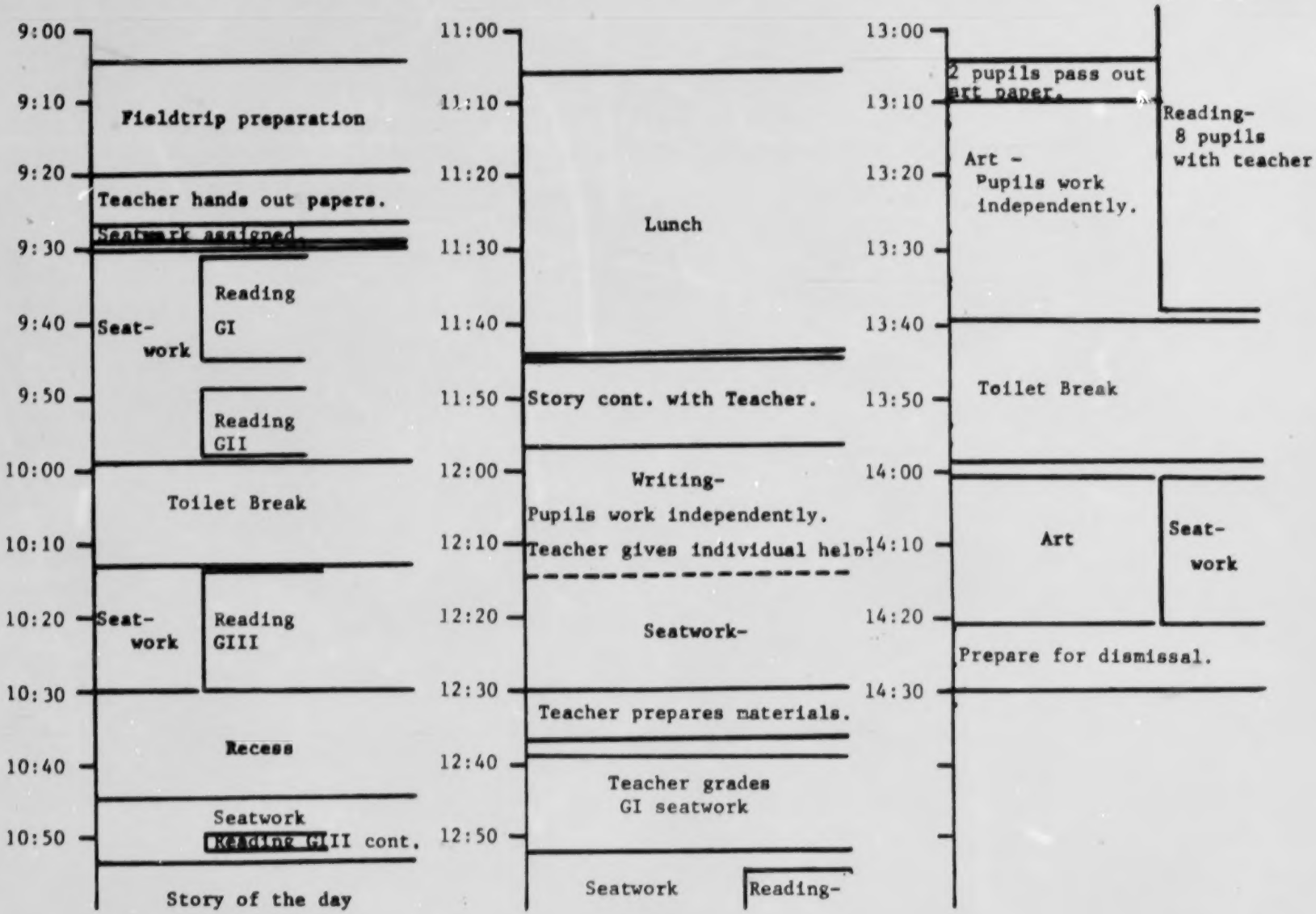
A Monday in Mrs. Sitner's Class (May 16, 1977)

9:10	Bell. Teacher collects money for field trip.
9:15	Seatwork, materials are passed out (paper). Writing assignment: Copy from blackboard words and story. If finished they work mathematics problems also on blackboard.
9:23	Reading Group I (GI) is called. (9 pupils; highest group)
9:28	Start GI read aloud whole group. Distar program: "A dog was in the park... I live on a ship..." Stories 130, 131, 132 (preparation).
9:38	End of GI. Pupils return to their seats.
9:40	Reading Group II (GII) is called: 3 pupils, middle group.
9:42	Start GII read aloud whole group. Story 103.
9:48	End of GII. Pupils return to their seats.
9:49	Reading Group III(GIII) is called: 7 pupils, lowest group.
9:50	Start GIII. Sounding words out.
10:06	End of GIII. Pupils return to their seats. Two pupils (3) and (1) usually GII were not called for reading. They sleep in their seats.
10:08	Toilet recess. Girls line up; boys line up.
10:17	Back from toilet recess. Teacher handles some administrative issue with lady who entered the class. One girl complains of neckaches.
10:19	Teacher checks writing seatwork and give individual help.
10:30	Recess.
10:47	Back from recess, pupils rest.
10:59	Whole class. Read on blackboard days of the week. Story writing on blackboard. Story: Today is Monday, May 16, 1977. It is a warm day. The sun is shining.The flowers are blooming. The leaves on the trees are green.
11:00	Lunch, girls line up; boys line up.
11:44	Back from lunch. Whole class seatwork: number copying and story copying. Teacher checks and helps individual pupils.

11:51	Pupils (3) and (11) are called. Reading. They were absent over a longer time and receive individual reading instruction.
11:53	Start reading (3) and (11).
12:00	End of reading (3) and (11).
12:05	Pupils line up at teacher's desk to deliver their mathematics seatwork. Teacher corrects it.
12:24	End of mathematics correcting.
12:25	Physical exercises, whole class.
12:26	End of exercises. Teacher collects pupils written work, while pupils stay in their seats.
12:31	GI get books "Pets and People." Read silently as seatwork.
12:35	GII and (3) = GII and 10 (GIII). Seatwork sentence completion.
12:45	(16) (GII) worksheet for seatwork. Detect differences in words and underline.
12:50	Worksheet 3 (see attachment) to:
12:51	GII: 2, 3, 8, and 13; and GIII:10, 14. These six pupils sit down on special table with worksheet and teacher. Task: Describe pictures.
13:10	End of work with worksheet 3.
13:12	GI is called. GI starts reading in reading (Pets and People) about "Gus, the dog."
13:22	End of GI.
13:23	Toilet recess; girls in line; boys in line.
13:35	Back from toilet recess.
13:37	Whole class seatwork. Teacher checks some pupils' work.
13:45	Whole class. Teacher hands out permission form for field trip. Pupils have to write in room number (111). Leave: 9:00, Day: Wednesday (is copied from blackboard). Date: May 25, 1977 , Place : Lincoln Park, Lunch: at school, Cost: $1.00.

14:12	End of form writing. Teacher collects work from pupils and fills out form for one pupil. Also check again on who paid already for field trip.
14:24	Clean up desks, whole class
14:30	End of school day.

A Tuesday in Mrs. Sitner's Class (5/17/77)



2 - 7

A Tuesday in Mrs. Sitner's Class (May 17, 1977)

9:05	Teacher collects form (field trip) and money ($1.00 for field trip).
9:20	Two girls distribute paper to class, 1 sheet for writing, 1 for mathematics.
9:25	Teacher records absences.
9:27	Teacher assigns seatwork tasks: Writing: Copy from blackboard; Numbers: from one to ten. Mathematics: addition problems on blackboard.
9:29	(22) and (25) who were absent the day before get special reading instruction.
9:30	G.I is called.
9:31	Start reading G.I (10 pupils)
9:45	End of reading G.I. Pupils return to their seats.
9:47	G.II is called.
9:49	Start reading G.II (5 pupils).
9:58	End of reading G.II. Pupils return to their seats.
9:59	Toilet recess. Girls line up, boys line up.
10:13	Back from toilet recess.
10:14	G.III is called (8 pupils).
10:15	Start reading G.III.
10:30	End of reading G.III. Recess.
10:45	Back from recess.
10:50	Reading G.III continues.
10:52	End of reading G.III.
10:54	Whole class. The story of the day. Discussion on what the story should be about.
11:06	Lunch.

11:44	Back from lunch.
11:45	Story of the day continued. "I have a dog. My dog is big. The dog went to the store. His name is King." (The teacher never realized the grammatical error.)
11:57	Whole class. Start copying the story from blackboard.
12:00	(16) gets individual help from teacher.
12:05	End of teacher working with (16). (16) continues seatwork. Teacher walks around class.
12:09	Teacher again helps (16).
12:14	End of help for (16).
12:15	Teacher helps (11).
12:17	(11) goes to get paper. Teachers helps (12).
12:18	(11) returns with paper. Teacher copies addition problems from blackboard, while (11) dozes.
12:20	Teacher asks (11) to do mathematics task(Other class: 1/3 working, 2/3 sitting and dozing or talking, seatwork, (9) is sleeping.
12:24	End of teacher help for (11). Teacher again tours class. (17) raises his hand. No attention from teacher.
12:27	(12) raises his hand. No attention from teacher. Finally goes and sharpens his pencil.
12:30	Teacher goes to closet. Obviously tried to find some thing.
12:35	Teacher came back from closet with pink paper, starts cutting it.
12:37	Teacher finishes cutting. Pupils are asked to bring their work to teacher's desk if they are ready.
12:39	Teacher calls G.I which is lining up.
12:52	End of work correcting G.I.
12:53	Teacher assigns reading task to (2).
12:55	Teacher calls G.I. (1), (5), (6), (7), (9), (17) (23) and G.II: (16). They sit down on side table. Task: "sounds" Other class seems bored, only (2) and (3) work.

13:04	Teacher addresses whole class: "Is everyone finished?" "Yes."
13:05	(24) and (15) pass out art papers. Assignment: Draw something about our morning story, flowers, grass, bees, house..."
13:10	(24) and (15) finish passing out paper. Aide enters. Talks to teacher. (1) is called off side table. Returns to his seat.
13:11	Aide leaves.
13:12	Teacher brings some material to side table, and passes it out. Group on side table does individual work. Some matching task of sounds. (phonics). Other class is drawing. (1) reads at his desk.
13:18	Side table group finishes work with teacher.
13:19	Toilet recess. Girls line up, boys line up.
13:58	Back from toilet recess.
13:59	Teacher hands out forms (field trip) for pupils who were absent yesterday.
14:01	Monday-absent pupils are asked to come to side table (22), (23), (24), (25). Pupils are to fill out forms looking at an example, without teacher help.
14:02	Teacher at her desk. Unclear what she does.
14:13	Teacher tours class, looks at art work.
14:20	Teacher finishes looking at art work. Her comments "Nice", "That is all". "Hmm."
14:21	Start cleanup desks.
14:23	Teacher passes out newsletters.
14:26	Girls in line, boys in line.
14:30	End of school day.

Mrs. Williams

Teacher - Black; 11 years experience, 10 years at this school.

Pupils - Enrollment 33 (incl. 1 who is chronic truant - will be dropped from roll call soon).

28 present 5/23/77
32 present 5/24/77

1st grade lowest class
(Group assignment rotates from year to year.)

Classroom

Pull-out instruction: pupil (20) goes to kindergarten for entire afternoon. He is a recent transfer (about 3-4 weeks) into the school. Pupils (4) and (6) go to bilingual class for about 1hr/day. Teacher there works with them in both Spanish and English. Helps them learn to do regular school work.

Weekly Schedule

Monday a.m. (9:55) - Gym
Wednesday p.m. - Gym
Friday p.m. - Library

Transfers during the year

17 transfers in (incl. new students in Sept.)
2 transfers out - 1 dropped because of truancy
1 moved to Mexico
2 transferred to different classes in the building

Daily Schedule and Planning

Reading - 3 reading groups - doesn't see them all every day, but as often as possible.

3 pupils seemed to be participating in both groups II and III. They and one other are just being changed to Group II. The teacher has moved about 15 pupils from group to group during the year.

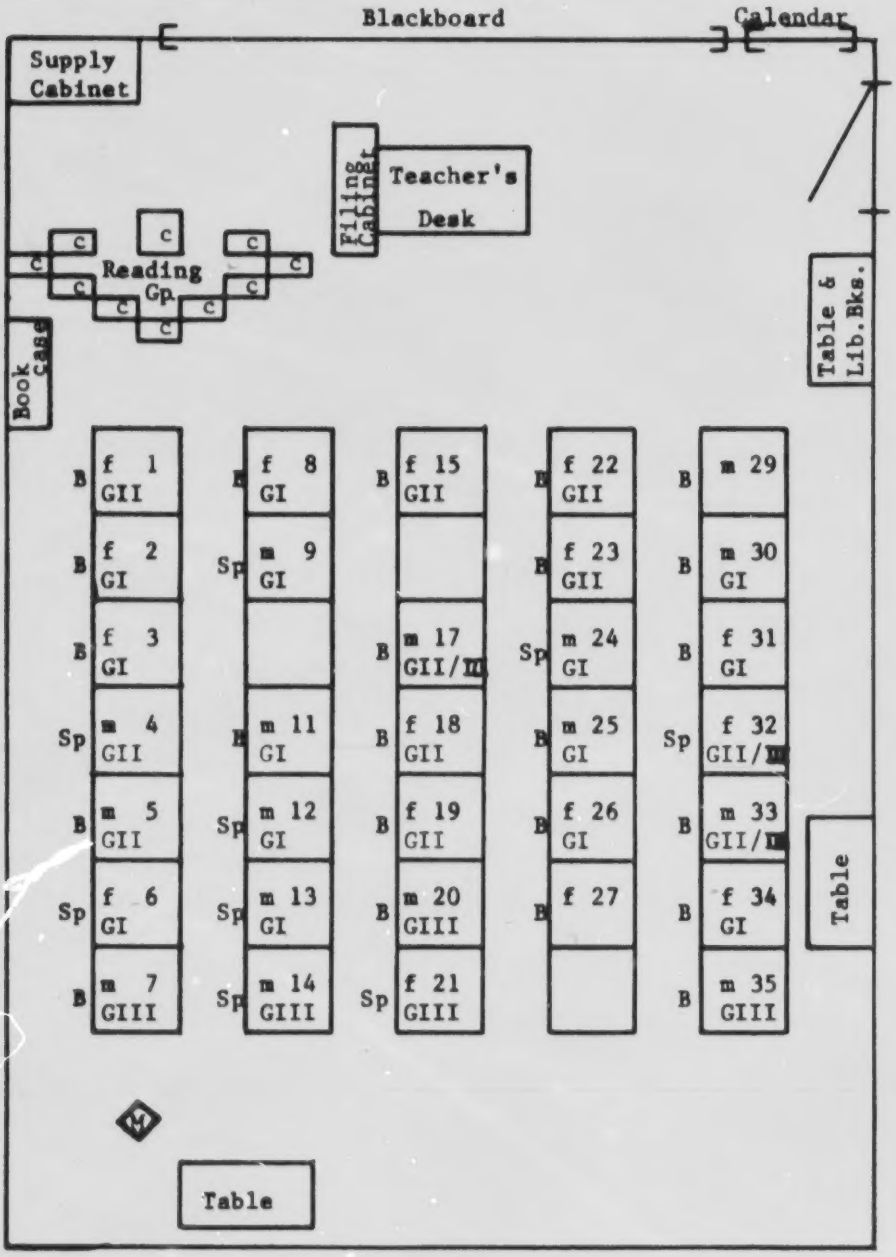
Language - Distar - teaches about 2-3 times/week in 2 groups (R.G.I. and R.G. II and III.

Corrects all papers at end of day - but doesn't keep any records of work done. Relies on own memory and judgment when giving grades.

Homework - gives some homework almost every day - says parents would complain if she didn't.

Parent help - Earlier in the year had 3 parents who came in to help for several days each. Now has one who sometimes comes in between 11:00 and 11:30. However, she usually only works with her own child.

Mrs. Williams' Classroom, First Grade (5/23/77, 5/24/77).



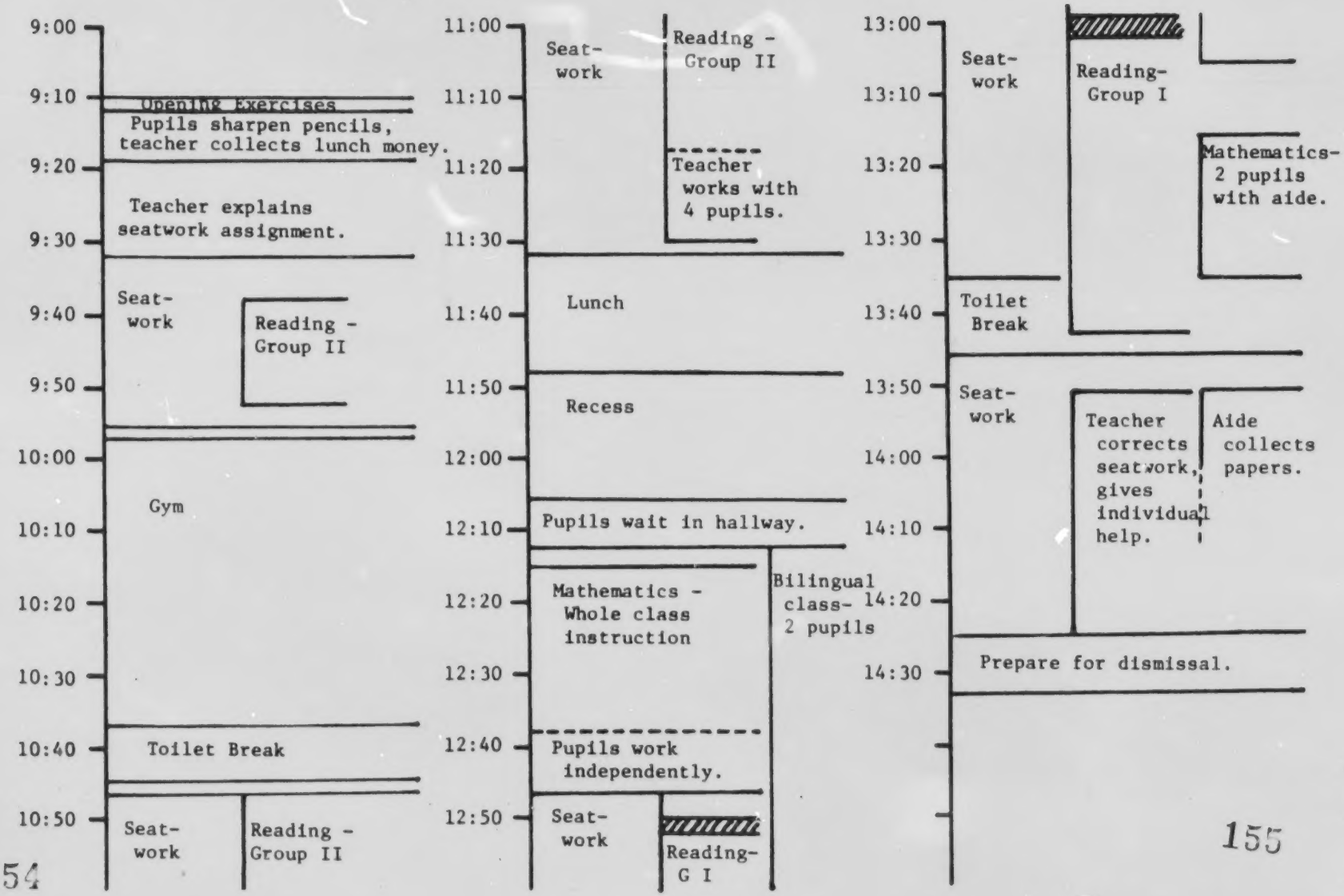
f = female m = male

Sp = Spanish B = Black

c = chair M = observer

Roman Numerals denote Reading Group assignment.

A Monday in Mrs. Williams' Class (5/23/77)



A Monday in Mrs. Williams' Class (May 23, 1977)

9:00 - 9:10	Pupils come in. Teacher circulates around the room, collecting work.
9:10	Bell. A student leads the pledge, and singing of "America" and "Good Morning, Good Morning."
9:12	Pupils line up to have pencils sharpened. One pupil sharpens all the pencils. Several pupils who don't have pencils borrow them from others.
	Three pupils pass out lined paper and two worksheets.
	Older girl comes in with message for the teacher.
9:17	Teacher collects lunch money.
9:19	Teacher quiets pupils, introduces me, fills in date on calendar.
	Teacher goes over seatwork assignments:
	1. Written on board:
	Read and Do
	Draw seven big boxes. Make three flowers in each box. Color as you wish. Our class will have gym this morning. We will have lots of fun.
	(Pupils are to copy and then follow the instructions. An example is attached.)
	Teacher has one pupil read directions from board, using the ruler as a pointer. Goes over instructions with the class - teacher asks questions and pupils respond by reading in unison from the board (E.g. "Where will you put the flowers?" "In each box.")
	2. Coloring worksheet (attached). Teacher has pupils read directions aloud, then questions individuals about what they are to do. If an individual can't answer correctly, she asks another pupil, then goes back to the pupil who couldn't answer.
	3. Reading worksheet (attached). Teacher goes over first question as an example.

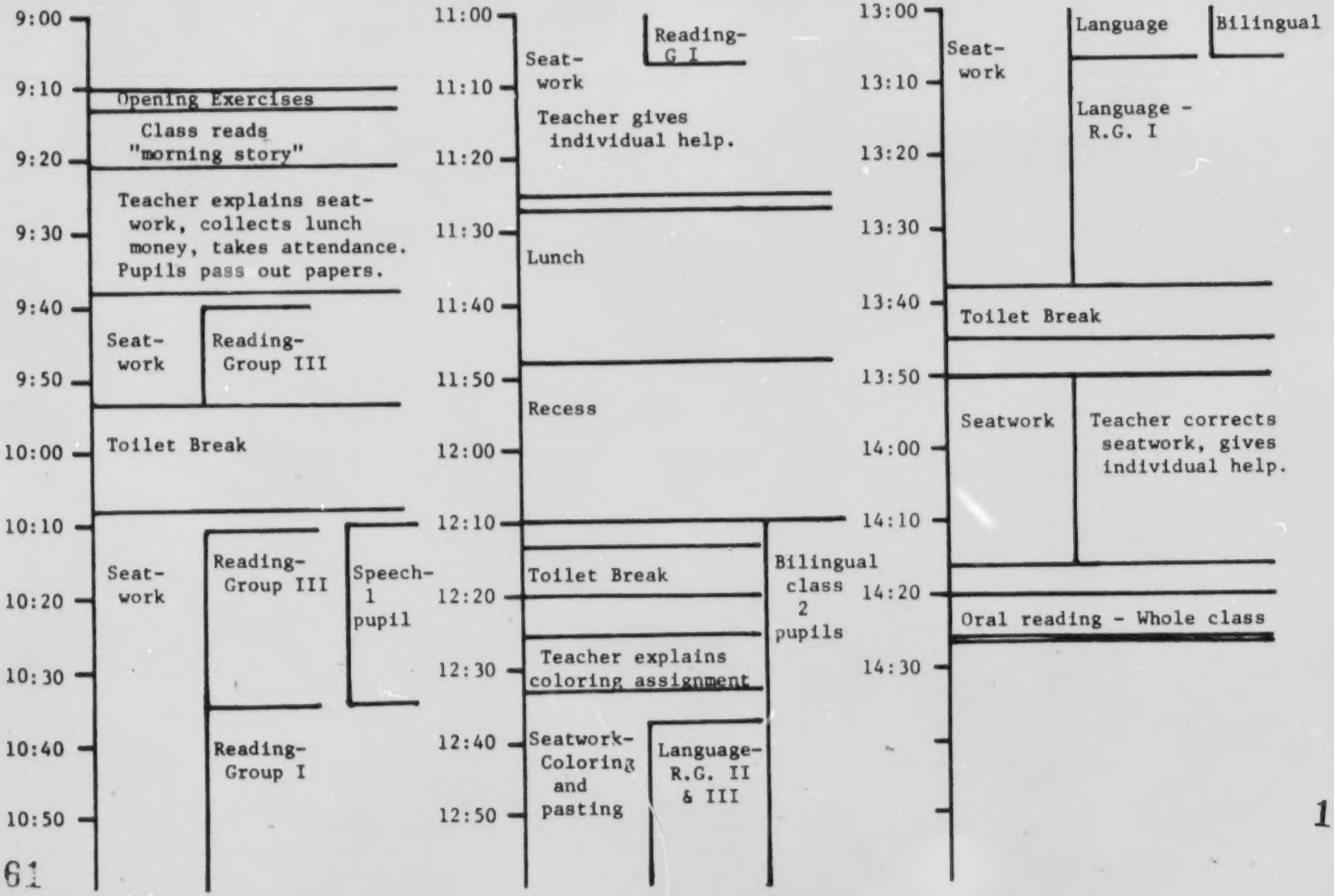
9:32	Teacher calls R.G.II (Blue Bombers: 4 boys, 7 girls: pupils 1,4,5,15,17,18,19,22,23,32,33). Tells pupils to bring Distar workbooks.
9:34	Teacher takes attendance.
9:36	R.G. pupils who don't have workbooks are sent back to desks to get them.
9:38	Teacher checks workbooks. Pupils (4) and (6) (both Spanish) are talking - I think about how to do the coloring worksheet.
9:40	Teacher quiets (4) and (6). Most pupils at desks are working quietly.
9:52	Teacher gives reader to pupils in R.G. Has them find page 28, then return to their desks, leaving their workbooks at reading circle.
9:55	Gym teacher arrives to take pupils to gym.
9:57-10:37	Gym.
10:37	Pupils line up by reading groups for toilet recess.
10:37 - 10:45	Toilet recess.
10:45	Teacher waits in the hall for a few students who are slow coming in, then comes in. Takes candy wrapper away from pupil (20).
10:46	Woman comes in with message for teacher. Pupils are talking quite a bit.
10:47	R.G. continues. Pupils read a story. They read each sentence in unison, then teacher asks questions about it. Pupils at desks are somewhat noisy now. Five are working at table. Most pupils are copying "Read and Do." Pupils (27) and (34) are drawing boxes and flowers. Some pupils are working on coloring worksheet, but only two are using the right colors. Pupil (13) is just sitting.
11:07	Pupil (31) is at the table talking. Teacher sends her to her desk. Pupil (6) is coloring in a coloring book, then puts it away and just sits, doesn't seem to know what to do. Then gets a library book from the table.

11:15	Teacher gives R.G. pupils an assignment in their workbooks.
11:18	R.G. dismissed. Teacher works with 4 pupils (1,5, 17,32) who have just started working in this group.
	Pupils (27) and (34) are working on math workbooks at their desks. Pupil (6) goes to teacher twice to ask something about the time.
11:27	Teacher has pupils put morning stories on desks.
11:28	A woman comes in, talks to teacher. Pupil (6) is wandering around the room.
	Pupil (34) collects morning story papers ("Read and Do").
11:30	The 4 pupils at reading circle return to their seats.
11:31	Teacher tells pupils to get ready for lunch.
11:32	Pupils line up by rows.
11:32 - 11:48	Lunch.
11:48 - 12:06	Recess.
	After returning from recess, pupils wait in hall for janitor to unlock the classroom. Teacher left keys inside.
12:12	Pupils return to classroom. Pupils (4) and (6) go to bilingual class, (20), a recent transfer, to kindergarten.
	Teacher has pupils take out pencils. Pupil (13) borrows one from (31).
12:15	Teacher begins math lesson. Says she's going to talk about "a sign." Most pupils think she said "a sound." After some confusion, they understand. Teacher puts a "+" sign on board. Writes: 2 +3
	Says, "We're going to make a set." Draws 2 apples and 3 apples on board to show how to work the problem. Then gives an example of a "take-away" problem. Has 4 pupils stand in front of room, takes 2 away. Pupil (5) works an example on the board. Teacher says, "Watch to see how well he's going to do."

12:38	Pupils take out paper, copy 4 problems from the board, and work on them independently. Teacher gives individual help.
12:45 - 12:47	Teacher checks papers as pupils finish.
12:47	Teacher calls R.G. I (Red Bombers: 7 boys, 5 girls: pupils 2,3,9,11,12,13,24,25,26,30,31,34). There aren't enough chairs for all pupils, so teacher has the boys sit on the floor and give the girls their chairs.
	Two older boys come in with a message for teacher.
12:50 - 12:52	Teacher leaves the classroom.
	A boy passes out math worksheets. Several pupils ask me for help.
12:59	Aide comes in. Teacher leaves the room, leaving aide in charge of the class.
13:02	Teacher returns.
13:05	Two older boys came in with message. The class is rather noisy, but the teacher rarely interrupts R.G. to speak to them.
13:06	Pupils (4) and (6) return from bilingual class. Pupil (6) wanders, doesn't seem to know what to do.
	Pupils (5) and (35) sharpen pencils.
13:11	R.G. pupils read a story together.
	Pupil (6) is working on a math worksheet (not the same as the other pupils). I can't tell where she got it (maybe in bilingual class?).
13:14	Pupil (5) takes (6)'s pencil. Teacher has to settle their argument, gives (5) a pencil someone found on the floor.
13:16	Teacher returns to R.G.
13:16 - 13:35	Aide comes in. Helps (29) and (35) with math worksheet.
	Of the pupils at their seats, 7 are working on the math worksheet, 3 are coloring, 1 is working on the morning story, and one (#6) is just sitting.
13:34	Someone brings note in to teacher.

13:35	Teacher asks aide to take students doing seatwork out for toilet recess. R.G. continues, they correct workbook assignment.
13:43	R.G. dismissed to seats. They are to finish their workbook assignment, then may use toilet on their own.
13:46	Most pupils have returned. They continue seatwork. Five pupils are at table, 2 girls are talking at the back of the room.
13:51	Teacher begins correcting work of pupils who have finished. Pupils stand at teacher's desk and she gives individual help when needed. Aide checks to see if pupils have finished all work, then staples each pupil's papers together.
14:18	Older boy comes in, stands and waits for pupil (23) - her brother?
14:23	Teacher calls pupils whose papers she hasn't seen to line up.
14:25	Bell. Pupils may line up if all papers have been checked. Teacher checks papers of remaining pupils, makes sure all pupils have homework papers.
14:33	Pupils are dismissed.

A Tuesday in Mrs. Williams' Class (5/24/77)



A Tuesday in Mrs. Williams' Class (May 24, 1977)

9:00	Pupils come in, talk to teacher. Several sharpen pencils. Teacher tells them to get pencils sharpened before the pledge of allegiance.
	Teacher passes out materials.
9:10	Bell. Pupils say pledge. Sing "America" and "Good Morning, Good Morning."
9:13	Teacher has pupils face the board and read morning story in unison:
	"Morning Story
	Good morning boys and girls. Today is Tuesday, May 24, 1977. We are going to have another hot day. We might even have some showers. The temperature is going to reach 80 degrees."
	Teacher calls on individuals to read aloud.
9:21	Teacher goes over seatwork assignments. (Copy morning story, complete two worksheets - attached.) Tells pupils that they will have a coloring sheet, but should not start on it until their work is finished. In the afternoon, they will cut it out and paste it together to make a panda.
	Pupils pass out papers. Teacher collects lunch money.
9:27	Teacher explains coloring sheet. Pupil (21) has dropped her crayons on the floor and is trying to pick them up.
9:28	Teacher takes attendance. A girl comes in to get something from teacher (lunch money?).
9:30	Pupils pass out materials for cut-and-paste project. Pupil (21) sits on floor, still trying to pick up crayons.
9:35	Teacher explains sound worksheet.
9:38	Teacher calls "Yellow Bombers" (R.G. III: pupils 7, 14, 17, 20, 21, 32, 33, 35). Tells pupils at desks to copy morning story before doing any other work.

9:40	R.G. begins. Work on sounds in Distar book. Pupils at desks are beginning to talk quietly. All except pupil (6) are working on morning story.
9:53	Pupils line up for toilet recess.
10:08	Return to classroom. Teacher tells pupils to put their morning stories on her desk before lunch. Circulates and looks at pupils' work. Tells pupil (6) to start on story (she doesn't - just starts another coloring sheet.) Checks on pupils (24), (26), (29), and comments on their writing. Tells (24) to start over.
10:11	R.G. continues. Pupil (17) has gone to speech.
10:13	Pupil (6) starts on morning story.
10:18	Teacher leaves R.G., moves pupils (23) and (31) from table to their desks. Says that only pupils in back rows should be working at table. Pupil (6) brings her paper to show teacher.
10:23	Some pupils have finished morning stories and are working on other worksheets.
10:34	Teacher tells pupils in R.G. to work on their story at their seats. Later, she will ask them to tell the story in their own words. Says, "If you can read it well, you can read to the Blue Bombers and show them how well you can read."
10:35	R.G. dismissed. Teacher calls "Red Bombers" (R.G. I: pupils 2, 3, 6, 8, 9, 11, 12, 13, 24, 25, 26, 30, 31, 34). Pupil (17) has returned from speech, is working at back table.
11:07	R.G. dismissed. Teacher quiets the class. Tells Red Bombers that they should be working on their "take-homes." Calls (17), (23), (32), (33) to her desk because they were out of their seats. Looks at their work.
11:12	Pupil (5) has come to back table twice to look at his lunch. He tells me what he's going to eat.
11:17	Pupil (6) asks teacher for help. She sends her to ask pupil (24) - both are Spanish. Teacher circulates, looking at pupils' work.

11:25	Teacher says, "We have 5 minutes until lunch. It's 11:25." Then immediately tells pupils to put pencils away, get ready, and line up. Passes out lunch tickets.
11:27	Pupils leave for lunch.
11:48 - 12:05	Recess.
12:10	Class returns. Teacher has pupils put heads on desks. Says, "When the hall is quiet, we'll have a five-minute break." Pupils (11), (13), (23) are sent to stand by the windows because they are talking.
12:13	Line up for toilet recess. Pupils (12), (24), (25) are sent to seats because they are talking.
12:20	Pupils return. They are supposed to be working, but most just sit. Teacher prepares for next activity.
12:25	Teacher comments on morning stories. Says that pupils "did pretty well." "When you didn't have room to finish a sentence, you started another line." Explains how to put panda together. Shows different parts of panda's body. Tells pupils to finish all other work before starting on panda.
12:33	Teacher calls R.G. II & III for language.
12:37	Language (Distar program) begins. Other pupils work on stories, pandas. Pupils (11) and (24) play at back of room.
1:07	Language group dismissed. Teacher calls R.G. I for language. Pupils (4) and (6) return from bilingual class (they went there after lunch). Teacher calls them to join language group. Before beginning, teacher speaks to several pupils who aren't working. Pupils at desks are all working on pandas.
1:33	About 7 pupils wander around instead of working.
1:38	Toilet recess.
1:45	End of toilet recess. Teacher tells pupils to bring their work to her desk.
1:50	Teacher begins checking work. Ten pupils stnd in line at her desk, the rest are gathering up their work. The class becomes very disorderly. About 4 or 5 pupils are working on pandas, the rest wander around, talk, look out the window, etc.
2:14	Pupil (7) returns to seat and recopies story. Teacher calls pupils she hasn't seen yet.

2:16	Teacher finishes correcting work. Another teacher comes in and they talk.
2:18	Pupils sit in their seats. Teacher waits for them to be quiet.
2:20	Oral reading. Pupils (32), (7), (11), (9) read their stories, others listen. Pupil (13) cleans up paper from the floor.
2:26	End of oral reading
2:27	Line up to go home.

Mrs. Pauls

Teacher - Black

Pupils - 33 pupils
32 present 5/23/77
33 present 5/24/77

Well-organized classroom, pleasant atmosphere. Many educational materials (is bought mostly from school's bake sale).

1 pupil (15) speaks only Spanish. Teacher is to keep a pupil progress chart for reading on the blackboard (skill started, needs improvement, skill mastered). Chart is not up-to-date.

Transfers: 5 out
8 in over school year

class takes about 4 field trips per year (Zoo, library, play).

Teacher guesses that about 50% of pupils live in complete families.

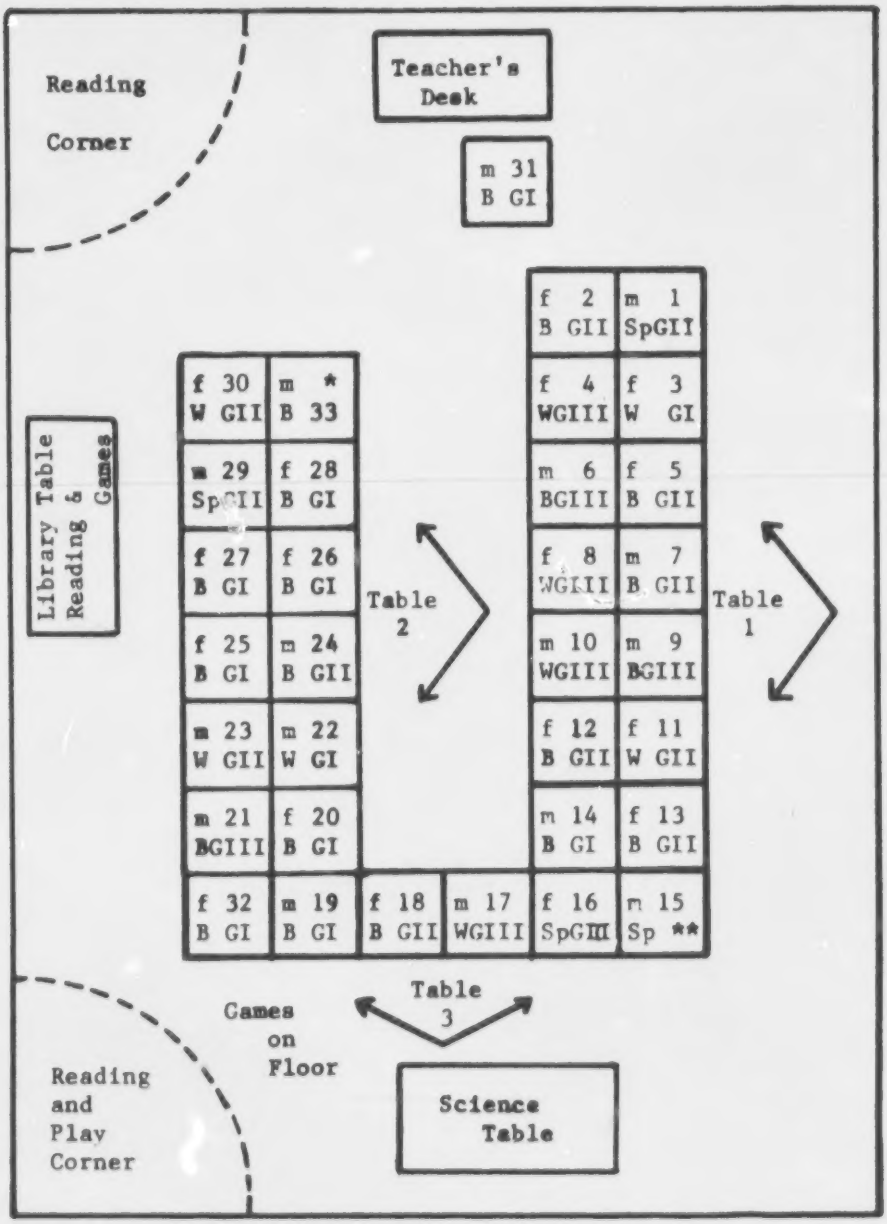
Aide available from 10:30 to 11:30 every day. Teacher asks her mostly to prepare materials, sometimes help with math and seldom help with reading.

Schedule outside classroom

Gym	Tues.	1:10 - 1:55
	Thurs.	12:35 - 1:10
Music	Fri.	10:00 - 10:40

Teacher has preparation time during gym and music periods.

Mrs. Pauls' Classroom, First Grade (5/23/77, 5/24/77).



* Absent on 5/23

** Speaks no English, goes to bilingual class.

Roman numerals denote reading group assignment.

m = male

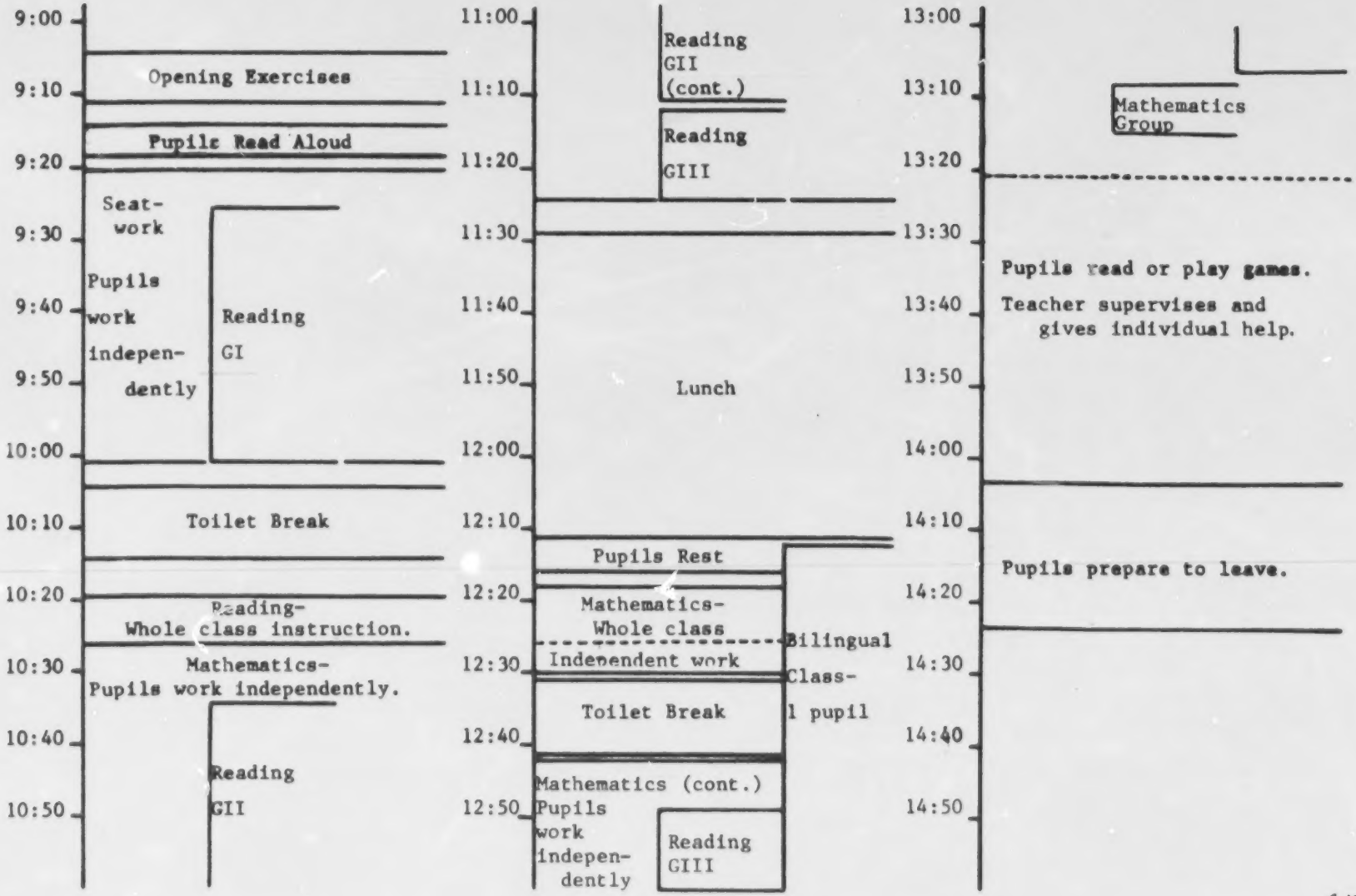
f = female

Sp = Spanish

W = White

B = Black

A Monday in Mrs. Paul's Class (5/23/77).



A Monday in Mrs. Pauls' Class (May 23, 1977)

9:04	Teacher collects lunch money for some pupils.
	Check of presence, pupils all called individually.
9:10	Bell.
9:12	Pledge to the flag.
9:14	Read story on blackboard, whole class:
	"Good morning! Today is Monday, May 23, 1977. Soon we will visit Lincoln Park Zoo. We will see many kinds of animals. We will read and follow the rules."
9:18	End of reading.
	(25) passes out papers, pupils are to write a story about the zoo.
	Math assignment: write numbers from 1-50.
9:21	Start.
9:22	Teacher calls reading group, G. I.
9:24	Somebody interrupts.
9:26	Start R.G.I., individual loud reading. Reading G. I. 10 pupils, high group: (20,27,3, 14,22,19,25,26,28,31)
	Reading words, Distar.
	(30) is not working on assignment, but coloring on paper handkerchief.
	(12) is not working on assignment.
9:32	One girl comes in late: (32) goes to G.I.
9:34	Somebody enters, picksup lunch name paper. Several pupils lie on the floor.

9:38	End of Distar words.
	Take out readers, story #27, Distar.
	Teacher disciplines.
9:41	Start reading, whole group aloud.
	Play a game: touch your feet after first. . .
	Sentence reading.
9:43	Read silently sentence 2.
9:44	Read aloud, teacher asks questions.
9:47	Read aloud.
	Not more than half the remaining class works.
9:48	Another person enters, brings material.
9:48	Read individually aloud.
9:51	Teacher disciplines rest of class, asks to go back to work.
9:54	Teacher asks questions about story.
9:56	Assignment for later to read story.
	2 pupils go to toilet after asking permission.
9:57	Workbook p. 27 for R.G.I.
	4 pupils sit down at library table and read.
9:58	G.I. start reading workbook page. Fill in words from multiple choice.
	Workbook sheet is <u>homework</u> assignment.
10:01	End R.G.I.
10:01	Get ready for "washroom" toilet recess. "Table 3 line up." "Table 1 line up." "Table 2 line up."

10:04	Class leaves for toilet.
10:14	Class back from toilet.
	A boy and 2 girls pass out work materials.
10:18	Teacher checks whether everybody has all necessary papers ready, math sheets.
10:19	Table 1 read story aloud.
10:20	Teacher asks comprehension questions.
10:22	All class read aloud.
10:23	Table 2 read aloud.
10:24	Teacher asks questions.
10:24	All class aloud reading.
10:25	Table 3 read aloud.
10:26	All class reading aloud.
10:27	Teacher asks questions. End of reading.
10:28	Math sheet. Teacher asks to finish reading assignment, then go to math.
	Teacher calls "blue workers" R.G. II, middle group, 12 pupils.
10:34	Start R.G. II., sounds, Distar.
	Whole group "sounds."
10:38	Somebody enters class: teacher aide.
10:37	Individual loud reading.
10:39	Teacher talks to aide.
10:41	Aide leaves classroom.
10:41	Whole G. II continued sounding out loud.
10:42	Individual loud reading.
10:43	Teacher has to discipline some seat workers. (15) speaks only Spanish, (1) translates.

10:44	G.II. continues reading.
10:47	Aide comes back, talks to teacher, goes out again.
	G.II. continues.
10:48	Take out reader, story 148.
10:50	Start reading, all group aloud.
10:51	Teacher has to discipline some seatworkers.
10:52	Reading continues about "mooncow". About 80% of seatworkers seem to work.
10:58	1/2 of seatworkers seem to work.
10:59	Individual reading aloud.
11:04	Whole group aloud, end the story.
11:07	Teacher goes over takehome work (workbook sheets). Somebody brings in materials.
11:07	3 pupils on library tables.
11:11	End of R.G. II.
11:13	R.G. III is called, 8 pupils, low group. Somebody brings a note in.
11:14	G.III starts, words, Distar.
11:23	Individual reading aloud in G. III.
11:24	End of R.G. III.
11:24	Get ready for lunch, clear your desks. Table 3, table 1, table 2.
11:28	Teacher gives out lunch coupons to some. Pupils leave.
12:12	Back from lunch, rest time. Pupils rest on their desks, relax, light out.
12:13	(15) left for bilingual program.
12:14	Call (5) to come to board, disciplining. (5) goes back. Teacher works at her desk, stapling, assembling materials.

12:16	Light on, end of rest time. Pupils take out math problems (work sheet), get ready.
12:18	Start 10's and 1's, math Whole class instruction.
12:26	Somebody enters, end of instruction.
12:27	Teacher was called out, leaves. Pupils continue their assignment.
	2 older girls are at desk.
12:30	Teacher comes back.
12:37	Ready for toilet.
12:42	Back from toilet.
12:43	R.G.III is called. Open 120, Distar, Reading I.
	Discussion about workbook, some pupils are missing their book
12:48	Start, whole group reads aloud.
12:48	Two older boys enter, interruption. "If you found a shoehorn, raise your hand." (3) class says found it. (3) denies. Finally (3) brings it.
12:50	Group reads aloud, "a fish in the rain."
12:55	Individual reading aloud in group.
12:50	4 pupils play a game at library table.
13:00	Assignment for tomorrow "read same story aloud."
13:00	End of GIII.
13:03	Some pupils ask for more math explanations.
13:04	Two older boys enter class. "Did you find a book outside?" No.
13:05	Another person brings something.

Math Group voluntary were explained. (5), (7), (9) (11), (13), (12), (14), (16), (28), (2).

13:07 (15) came back from bilingual group.

13:08 Math Group starts. Teacher demonstrates sets of ten with a little device.

13:12 Set out work papers on math in group. Teacher explains book. A pupil (f) interrupts.

13:13 Teacher starts explanation.
(24) left, presumably gone home.

13:15 Another girl enters, maybe a sister of (25).
Math group ends. Teacher gives special explanation to (11), (16).

13:17 Two girls: end of instruction of 2 girls.

13:18 Those who are finished with all assignments, line up at teacher's desk.
Another teacher enters (from 2nd grade).
Teacher staples work by individual, collects work.

13:20 Other teacher leaves. Those who are finished can read or play games matching.

13:21 End of collecting papers. Teacher gives instruction to one pupil (7) at her desk in math. He came up to teacher without being called.

13:22 Teacher disciplines different pupils.

13:23 Teacher continues individual instruction.

13:26 Teacher disciplines one boy.

13:27 Another pupil (21) lines up at teacher's desk. Seems to participate in math instruction.

13:29 (21) back to his seat after some conversation. (32) lines up at teacher's desk. Teacher still instructs same boy (7).

13:30 Bell.

13:31 End of instruction to (7). Teacher collects paper from (32).

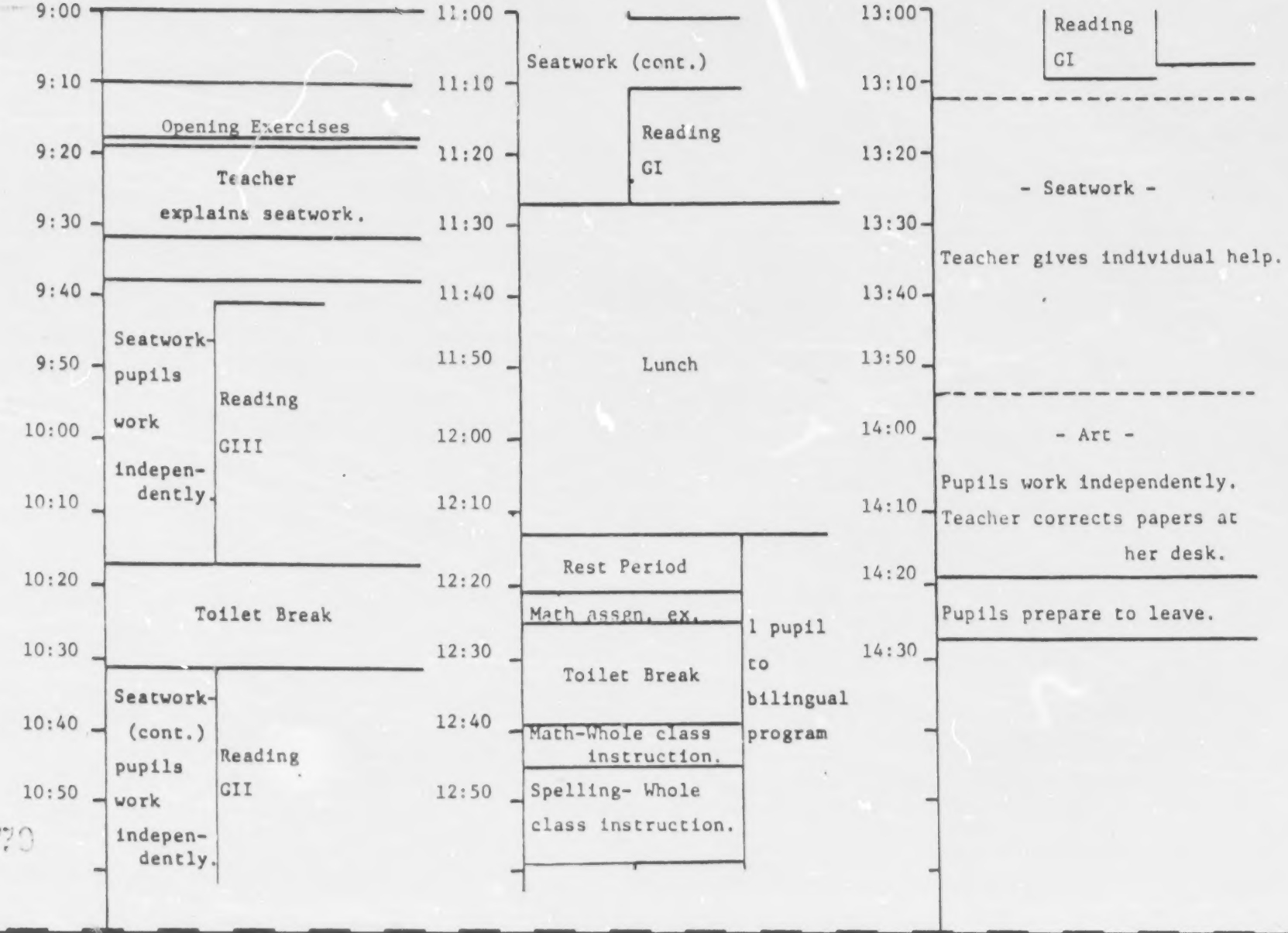
13:32 Teacher wanders around classroom.

13:33 Help a group with a game.

13:34	A boy enters "Did you find a marker?" (1) found one but left it outside, because it was not his.
13:35	Boy leaves. Two girls enter, talk to the teacher.
13:36	Girls leave. One boy (23) waits at teacher's desk. Teacher wanders around giving advice to games' playing.
13:38	Teacher collects paper from boy (23). Teacher orders her desk , starts wandering around again.
13:45	Bell.
13:46	Teacher collects some more working papers. Wanders again around in classroom. Some pupils are still finishing up their work.
13:48	Teacher collects work at her desk.
13:50	5 pupils at teacher's desk. Teacher corrects work.
13:52	All pupils are doing something.
13:53	Teacher calls pupil (23), explains to him some mistakes he made.
13:55	End of instruction to (23). Instruction to (2).
13:57	Disciplining. Teacher goes back to a game playing group, brings pupil (15).
13:58	Teacher back to desk.
13:59	Teacher arranges a "game" group for (15) next to her desk.
14:01	Teacher continues grading (2).
14:02	End of (2). Teacher continues with (3).
14:03	"Stop, games back in the boxes, to your seats."
14:04	Pupils have different cleanup duties (see chart on wall). "To your places. Only two have to put games away on the selves" (2) and (5).
14:06	Everybody to a seat.
14:07	Teacher gives out some more work sheets in math, homework.

14:09	Teacher explains work. Counts the tens. Whole class instruction.
14:07 - 14:10	(14) had to stand in corner, punishment.
14:14	End of math exercise and homework is assigned. Teacher collects missing papers from pupils.
14:16	Cleanup of desks.
14:18	Table 2 is ready first. Chairs on the tables.
14:19	Table 1. Table 3. (3) still working on her desk, has not worked very much before, actually all day, all others line up.
14:22	Sing a Song.
14:23	Class leaves except for (3).
14:27	(2) is coming back.
14:28	(21) comes back.
14:30	Bell.
14:31	Teacher is back, gives reading assignment to (21).
14:32	(2) gets special math, she had cleanup duty while class had last math exercises.
14:33	(3) finished her work. She has to wait for somebody. (30) goes.
	End of school day.

A Tuesday in Mrs. Paul's Class (5/24/77).



A Tuesday in Mrs. Pauls' Class (May 24, 1977)

9:00	Bell. Pupils arrive. Teacher collects lunch money.
9:06	"Children get ready". They have to sharpen pencils before instruction starts and unpack their homework. Pupils put their homework on teacher's desk.
9:10	Bell. Presence check.
9:14	(32) and (25) give out reading working paper. Some pupils go and get a pencil from teacher or ask her questions at her desk.
9:18	"Names on papers." Teacher leaves classroom, opens door to other classroom to get some ventilation.
9:19	"Look at front board, read." Story: Draw an animal you think you will see at Lincoln Park Zoo.
9:20	1 girl enters, sits at library table. A teacher brought her. Girl's class is on a field trip and she is not going. She will stay in classroom all day. Story continued: Draw how your class will look riding the bus to the zoo. Make two happy monkeys walking under an umbrella. Pupils read. Individuals first, aloud.
9:23	Whole class reading aloud.
9:24	(5) arrives What kinds of animals in zoo. Pupils raise their hands, name animals.
9:26	Read sentence - whole class aloud.
9:28	Questions about this. Somebody enters to get some slip.
9:29	Sentence 3. Questions about this.
9:32	Take out reading sheet.
9:38	Start writing answers.
9:39	A mother enters. Brings glasses for (26). "White workers." Group III is called. (15) needs help, (1) translates.

9:41	Start Reading Group III. Sounds. b = new, d. Other class does writing assignment. Story of the day and working paper.
9:45	Disciplining. (2) has no pencil. (20) gives one to him.
9:46	Group III continues. Individual sounding aloud.
9:49	Reading words - all of group aloud.
9:51	Individuals aloud.
9:57	Disciplining. Workbooks are handed out to Group III. P. 121
9:58	A teacher enters.
9:59	Start reading story - all group aloud. "The Pet Shop."
10:04	Individual loud reading in Group III.
10:10	Enter number on back of story page. Other class.
10:13	Workbook - Group III. Homework - "Read 120, 121" - Group III.
10:15	Group reads workbook page instructions.
10:17	End of Group III. Return to seats. "All class ready for washroom ". (toilet recess) Table 1, Table 2, Table 3.
10:31	Class back from toilet. "Blue Workers" - Group II are called to reading corner.
10:33	Sounds. All group aloud.
10:39	Aide arrives. Teacher has work prepared for her they can use.
10:40	Group II continues.
10:41	Take out reading books and workbooks.
10:44	Disciplining. Some seatworkers play games, not allowed before reading.
10:45	Story begins. "The fat man that never came back."
10:52	A boy enters - out again.

10:57	Workbook page. Disciplining.
10:58	Teacher explains workbook page to Group II. All read aloud.
11:01	End of Group II reading. Group returns to seats. About 1/3 of class is finished with all assignments.
11:03	Reading Group I is called - "Green Workers". Teacher solves some problem that pupils have in their work. (9) is disciplined because he did not do his work and was walking around.
11:11	Group I starts.
11:12	Somebody enters with a note. Individual word reading aloud.
11:17	Reading books - p. 28. Workbooks are passed out.
11:18	Read to yourself. Answers questions.
11:21	All read aloud - Group I.
11:27	End of Group I Reading. To lunch.
12:13	Back from lunch. Light out. Rest period. (15) went out of class to bilingual program. (17) - no parents. Lives with older sister (12 or 13) and brother.
12:21	End of rest. Take out math work books. p. 95. Take out of book.
12:24	Write your name at top of p. 95.
12:25	Some pupils want to go to toilet. Teacher decides to go with the class.
12:39	Back from toilet. Math - 10's & ones. Whole class instruction.
12:45	End of math. No gym is scheduled for today. Instead crossword puzzles. Teacher gives out worksheet - (2).
12:47	Start crossword. Whole class instruction. Spelling.
12:59	Reading Group I is called.
13:01	Read individually aloud.

13:08	Workbooks out. (15) back from bilingual program. Read aloud - whole Group I. Teacher gives instructions for workbook task.
13:10	End of Group I. Teacher disciplines (13).
13:13	Some pupils go to teacher for some math help and with the crossword puzzle. Seatwork- whole class. Teacher tours the class.
31:22	Teacher helps (11) with crossword sitting at teacher's desk.
13:25	Teacher helps "guest girl". Corrects her paper.
13:27	Teacher corrects papers from several pupils at her desk. (13)
13:29	Teacher disciplines
13:30	Bell. Teacher corrects papers at her desk. Pupils, about 5 or 6, are waiting in line.
13:45	Bell.
13:52	Teacher addresses whole class. Everybody to their seat. Not everybody is yet finished with work.
13:54	Those who are finished receive drawing paper. Draw a zoo picture. At least 5 animals of the zoo and write names on them.
13:55	Teacher continues correcting papers of pupils who line up at desk.
14:00	Teacher wanders around.
14:01	Teacher addresses whole class. Asks them to be quiet. Nearly everybody is drawing.
14:09	Teacher back to her desk. Some more corrections.
14:19	Teacher: "Everybody in your own seat."
14:20	Other teacher enters. Talks to teacher.
14:21	Other teacher leaves.
14:24	"Get ready." Cleanup.
14:25	Bell

14:25	Table 2 lines up. Table 1. Table 3.
14:27	Children leave classroom.
14:30	End of school day.

Mrs. Perkins

Teacher
White, 4 years experience - all at this school. Degree is in early childhood education. Did student teaching in England in British Primary School classroom.

Pupils
Enrollment is 29 - all Spanish.
Two pupils absent on Monday. One absent on Tuesday.
Highest 1st grade class. Families range considerably in income. Over ½ are single parent families. One pupil, (29), was transferred into class about two weeks before - parents requested that he be transferred out of other class. Mrs. P. "traded" him for one of her pupils who didn't get along with her very well.

All pupils are reading at 2nd grade level at least; many are reading at 4th grade level. They seemed to be a very verbal, independent, enthusiastic group.

Aide Support
She has an aide who does xeroxing about once a week - says that decision was made to use aides in kindergartens, and she supports that decision.

Curricular Materials
Reading - individualized program is based on SRA "Power-Builders." These are graded booklets which contain stories and reading exercises. She tried them at the beginning of the year as part of a "pilot program," and was so pleased she has continued to use them.

Also uses Distar program "because we have to," but skips some of the program's recommended procedures. (In the Distar lessons I observed, the pupils just read aloud from the stories in the Distar book.) She feels that these pupils don't need all the procedures because they already read above their Distar level.

Mathematics - makes own materials. Content coverage is based on Chicago Public School math skill cards. Mrs. P. makes all of her own materials (see examples). Worksheets are always integrated. E.g., a reading worksheet will contain sentences from the story the teacher is reading aloud, or a writing sheet will show someone measuring the day that pupils will work with measuring tapes.

Weekly Schedule
Gym, library, language - M, W, F, 1:00 - 1:50 (Language is taught by a "floater" someone who "can't handle a classroom" - teacher doesn't seem to think it's very worthwhile.)

Daily Schedule
Morning devoted to basic skill work. Pupils work independently and must finish the following required work before they go home for lunch:

- 1 SRA Power-Builder booklet
  (Pupils may choose any booklet from the level they're currently working on.)

- Writing paper
  (Pupils copy a page from one of 3 books chosen by the teacher.)

- 4 worksheets
  (Teacher makes 4 types of worksheets and puts several of each type in a separate basket. Pupils choose one of each type. Teacher makes new worksheets once or twice each week. The 4 kinds of worksheets (examples attached) are:

  1) Fill in the blanks - to give pupils practice in answering questions like those on standardized tests.

  2) Coloring - pupils follow instructions for coloring the picture.

  3) Number-reading - contains a story which involves number words. Pupils read and answer questions about the story.

  4) Writing worksheet - pupils copy the words, copy sentences from bulletin board (e.g. "The jockey rides the horse in a race,"). On the back, pupils copy more "j" words from the blackboard (e.g. "jack-o-lantern"), and draw pictures to illustrate them.

- Distar "take-home" - assigned to each reading group.

When all reading work is finished, pupils choose one or two mathematics worksheets from about ten available.

Mrs. P. uses the recess break to help pupils finish required work. Pupils must finish their power-builder and 3 other papers before recess. If they haven't completed these, they stay in and work during recess. This extra time is not seen as punishment. Mrs. P. makes it clear that the pupils have a choice - they can manage their own work, as long as they finish it all during the morning.

While pupils work independently, Mrs. P. works with individuals on their power-builders, talking the them about the story they are reading, listening to them to read aloud, and doing some of the exercises orally. She also makes sure that pupils are working quietly, and answers questions.

Before recess, she meets with each of the 3 Distar reading groups.
Pupils keep all of their work in a folder which they turn in at lunchtime.
Mrs. P. corrects all of their work and returns it the next day with written comments.

Pupils must reach a 90 percent criterion level on their SRA power-builders. If they do not reach this criterion, Mrs. P. erases all of their answers, and they repeat the same booklet the next day. Pupils receive prizes (e.g. markers, balls) when they complete an entire level.

Afternoons are devoted to "fun stuff." The exact schedule depends on teacher's "mood," but usually includes a mathematics lesson and a language arts activity. On both days of observation, the afternoon's activities were built around a continuing story read aloud by the teacher.

Always "overplans" - deletes activities if she doesn't have time for them.

Classroom Atmosphere & Teaching Style

Pupils have considerable freedom of movement, may go to the toilet by themselves at any time, sit wherever they want, talk to neighbors, etc.

Teacher says, "The key to good teaching is learning not to react to things." Feels that teachers create many of their management problems by making an issue of something that doesn't really matter. Says, "That takes time."

Teacher is extremely verbal, responds to everyone who asks her a question. She answers quickly, but completely - gives definitions, reasons, explanations whenever appropriate. Also listens and responds to almost anything pupils tell her.

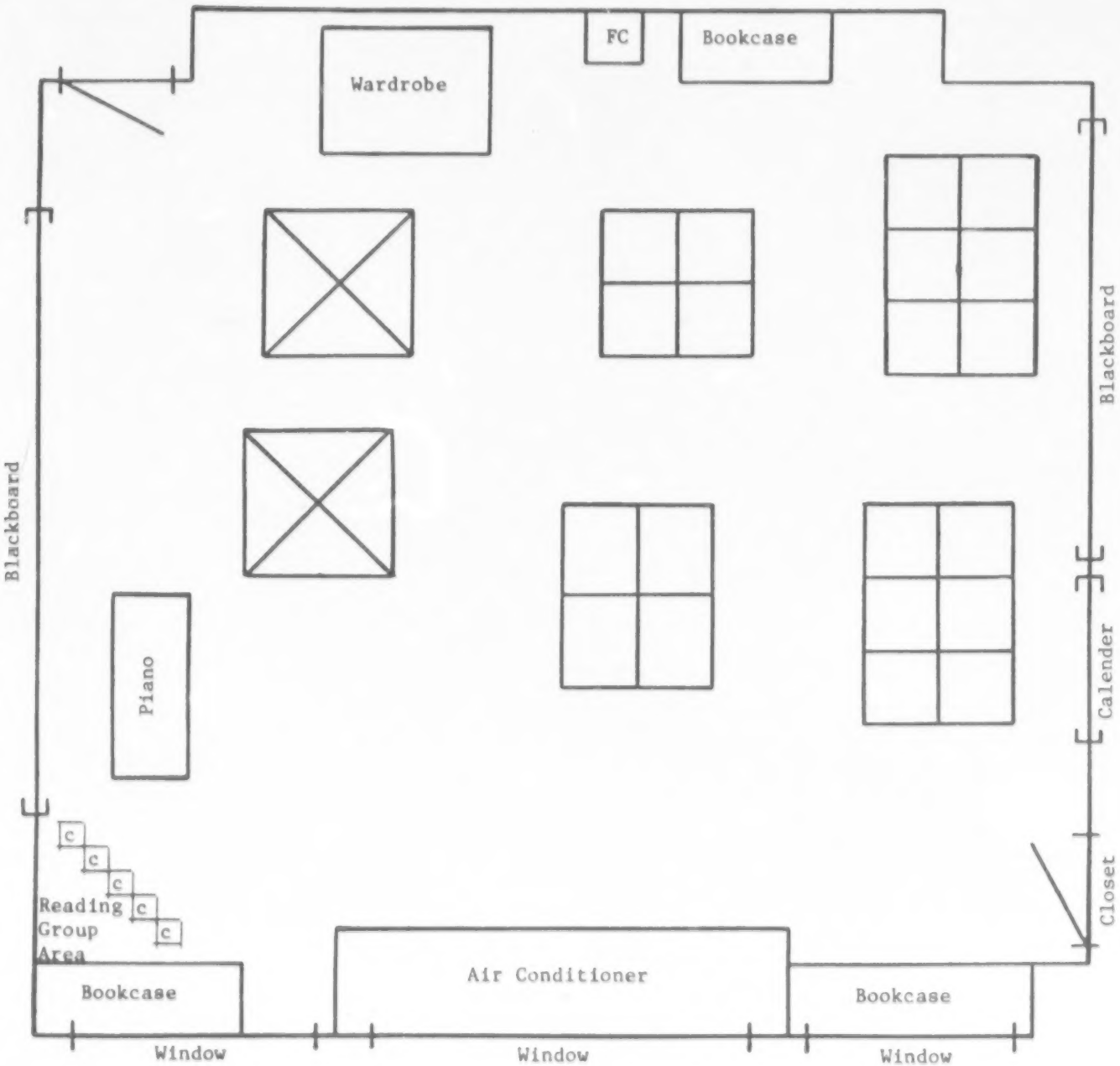
Pupils also very verbal. For example, one boy asked me if tigers climb trees. I said I wasn't sure. He thought a minute, then said, "Well, I know leopards climb trees ... and cats climb trees, and tigers are big cats... yes."

Teacher reported that one year (after a teacher's strike), her pupils "struck" their library class, and demanded to see the principal about it. Teacher says she has "unorthodrox methods," but is supported by the administration and parents. She explains to parents that she has "high standards," pupils will have to work hard. She talks to parents often, calls several almost every night. Sometimes invites pupils and/or parents to her house.

Teacher is quite assertive in organizing resources. Talked about pushing for discounts at stores, borrowing materials from friends. Planned to use us to help with measuring and magnifying activity, and asked me to stay with pupils when she had recess duty.

Teacher plans to quit teaching after this year - she finds the limitations of the Chicago Public School system too frustrating. Is working on a master's degree in library science. Next year will implement a new reading program in the library at this school.

Mrs. Perkins' Classroom, First Grade (6/6/77, 6/7/77).



FC = Filing cabinet

c = chair

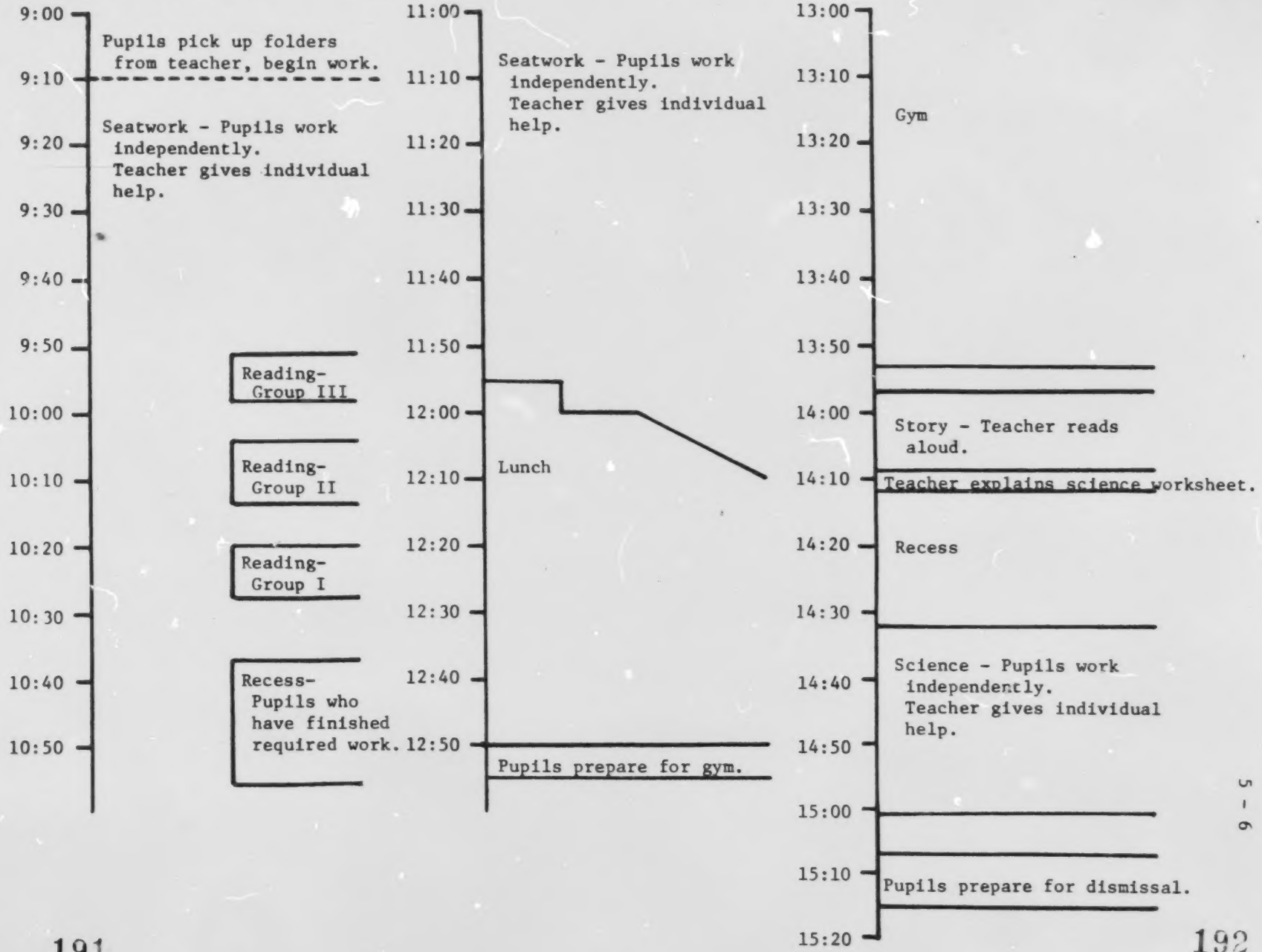
Pupils have no assigned seats.

Mrs. Perkins' Classroom Roster, First Grade (6/6/77, 6/7/77).
All Students are Spanish.

Pupil Number	Sex	Reading Group
1	f	1
2	m	1
3	m	3
4	f	2
5	f	2
6	m	3
7	m	3
8 (Absent 6/6)	m	1
9	f	2
10(Absent 6/6)	f	2
11	f	1
12	f	1
13	f	1
14	m	1
15	f	3
16	f	2
17	f	2
18	m	3
19	m	1
20	m	2
21	f	3
22	m	3
23	m	2
24	f	1
25	f	2
26	m	1
27	m	3
28	f	1
29(Absent 6/7)	m	2

1 = Yellow
2 = Red
3 = Blue

A Monday in Mrs. Perkins' Class (6/6/77)



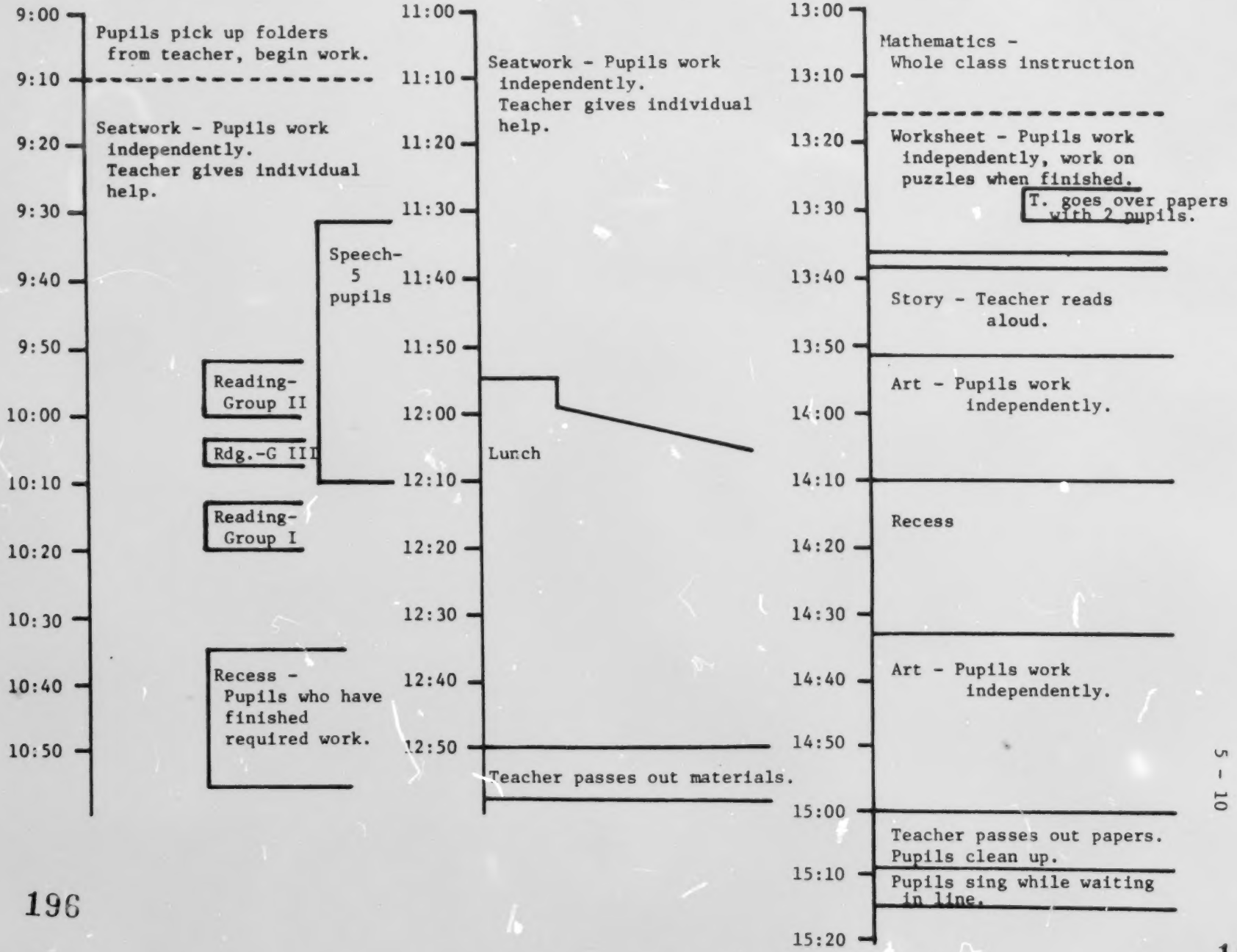
A Monday in Mrs. Perkins' Class (June 6, 1977)

9:10	Beginning of school. Pupils get their folders from teacher and start work. They know what to do and are able to work independently. Most pupils talk to their neighbors occasionally, but all seem to be working on their assignments. Pupils do not have regular seats; some work at the piano, on the floor, or on top of the air-conditioner; most sit at desks.
	Teacher works with individual pupils on their SRA reading booklets. Usually, she tells the pupil something about the story in the booklet, does some of the exercises orally, and has the pupil read a short passage aloud. During this period (9:10-9:47), she works with about 12 pupils, and also responds to many questions from others.
9:22	A pupil asks teacher for the "bathroom pass." Pupil (6) apparently left it in the toilet, goes to get it, returns at 9:25.
9:40	Another teacher comes in to get some papers. Someone else comes in, talks to teacher, leaves at 9:41.
9:47	Teacher calls "Blue Group" (R.G.III) for Distar reading. (8 pupils: 2 girls, 6 boys).
9:51	R.G. starts. Pupils sit wherever they want, some on chairs, some on bookcases or floor. Teacher stands, moves around while they read. Pupils take turns reading aloud in Distar story.
9:58	R.G. ends. Teacher gives pupils Distar "take-homes" and they return to their seats.
10:00	Teacher calls "Red Group" (R.G. II: 9 pupils-6 girls, 3 boys).
10:04	R.G. starts. Teacher explains what a "Magic Spell" is, then pupils read story.
10:14	R.G. ends. Teacher gives "take-home" assignment.
10:15	Teacher calls "Yellow Group" (R.G. I: 10 pupils: 6 girls, 4 boys).
10:20	R.G. starts.
10:24	Teacher leaves R.G., takes a paper away from (6), throws it away (I'm not sure why). Speaks to 2 pupils who are working behind a number board in the corner.

10:28	R.G. ends. Teacher gives "take-home" assignment, pupils return to desks. Teacher circulates, answering questions, looking at pupils' work. Helps a boy find some crayons. Four pupils are lying on the floor coloring.
10:37	Eight pupils (4 boys, 4 girls) line up for recess Teacher takes them outside. Remaining pupils continue work.
10:56	Pupils return from recess
11:00	Teacher moves one boy from behind number chart back to his desk. Pupils are becoming more restless. Several boys are working on top of the air conditioner. Teacher says only one person can work there. Three boys on the floor are scuffling. Pupils bring folders to teacher to be checked when they are finished.
11:40	Teacher speaks to (24), says "You have a lot to do." Assigns (28) to be her "teacher."
11:50	Intercom announcement that pupils are to stay on the school grounds during lunch.
11:53	Pupils who eat at school and have finished their work line up. (Pupils cannot go to lunch until they have finished their required work.)
11:55	Pupils in line leave for lunch.
12:00	Pupils who eat at home and have finished work leave for lunch. About six pupils continue working.
12:10	All but one pupil have left. Teacher dismisses him.
12:50	Pupils return from lunch.
12:55	Leave for gym.
13:53	Pupils return. sit on floor in back corner of room. Teacher waits for pupils to be seated quietly.
13:57	Teacher shows pictures from book (My Father's Dragon), summarizes story, then reads aloud.
14:09	Teacher explains worksheets the pupils will work on after recess (attached).
14:12	Line up for recess.

14:30	Aide comes in, teacher gives her some work to do.
14:32	Pupils return from recess. Teacher has put worksheets, magnifying glasses, and measuring tapes on pupils' desks. Pupils almost all sit in different places than they did in the morning. A few start to work right away.
14:35	Teacher tells pupils they must share the magnifying glasses and measuring tapes. Pupils work independently or with partners. Teacher gives individual help, asks observers to help as well. Pupils talk a great deal, but all complete the worksheets. When finished, they color the pictures.
15:01	Teacher passes out corrected papers from the day before.
15:07	Pupils begin to line up as they finish work.
15:12	Most pupils are lined up now.
15:15	Pupils are talking in line. Teacher has them sit down, then line up again, then dismisses them.

A Tuesday in Mrs. Perkins' Class (6/7/77)



A Tuesday in Mrs. Perkins' Class (June 7, 1977)

9:00 - 9:10	Pupils come in, get their folders from teacher, start to work.
9:10	Teacher says that pupils who want help should get their SRA books.
9:15	A woman comes in with message for teacher. Most pupils are talking to their table-mates.
9:32	Five pupils go to speech. A girl asks teacher for help. Teacher says, "when I'm finished with what I'm doing," then forgets to get back to her.
9:50	Teacher calls "Red Group" (R.G.II).
9:52	R.G. starts. Teacher explains story to a pupil who was absent the day before. Teacher interrupts R.G. several times to speak to pupils about making noise.
10:00	R.G. dismissed. Teacher gives each pupil a "take-home" and they return to their seats.
10:02	Teacher calls "Blue Group"(R.G.III).
10:03	R.G. starts.
10:07	R.G. dismissed. Teacher gives out "take-homes." Teacher calls "Yellow Group (R.G.I). Teacher goes to corner where 2 pupils are working behind a number board. Says that only one person is allowed to work there at a time.
10:10	Pupils return from Speech. Pupil working in the corner is still noisy, teacher goes and says that no one can work there now. R.G. pupils are getting settled. They have a hard time finding seats. Teacher wants them to face each other.
10:13	R.G. starts.
10:20	R.G. ends. Teacher gives out "take-homes."
10:23	Two pupils are arguing, one is crying. Teacher talks to them, says to "perpetrator," "You made her cry, so you make her stop...by telling her you're sorry or whatever you have to say."
10:25	Teacher deals with another argument.
10:35	Pupils who have finished work go to recess. Teacher has recess duty, asks me to stay with pupils who are still working.

10:56	Pupils return from recess. Several boys have been working in the closet since before recess. They are beginning to get very noisy.
11:11	Someone comes in with message for teacher.
11:46 - 11:47	Another teacher brings in her new baby. Everyone stops to look at it.
11:55	Pupils begin leaving for lunch.
12:00	Fifteen pupils are still working. After a few minutes, teacher helps most of them finish up, tells a few they can come in during lunch to finish.
12:50	Pupils return from lunch. As they come in, teacher gives them mathematics worksheets, tells them to put their names on their papers.
12:54	Intercom message. It's too noisy to hear it. Teacher sends a pupil to office to get the message. Teacher circulates around the room, getting pupils settled down.
12:58	Mathematics. Teahcer has put several sets of problems from the worksheet on the board, e.g., 4 + 5 =, 14 + 5 =, 24 + 5 =, 34 + 5 =. She picks a pupils to work the first problem, then lets that pupil choose someone to work the next, and so on. Pupils fill in the answers on their worksheets as they go. Pupil (25) is working on her SRA book on the floor.
13:16	Pupils finish worksheet independently. Teacher tells them they can leave one set of problems for homework if they want to. When finished, pupils do a "puzzle worksheet" (word search). Teacher says to work on puzzle papers "so I can look at your papers."
13:27 - 13:32	Teacher goes over previous day's homework with pupils (25) and (18).
13:32	Teacher deals with an argument - pupils (6) and (7).
13:36	Teacher asks pupils to clean up and go to back of room for reading.
13:38	Pupils sit on the floor. Teacher reads a bit from a comic book brough by pupil (6). Pupil (6) offers to read some of it aloud, reads about 2 pages. Teacher reads from My Father's Dragon.
13:51	Teacher finishes story. Shows pupils a clay figure she has made of a crocodile (one of the characters in the story). Tells pupils she has enough clay for

each person to make one character from the story. Shows pupils lollipops they will get at recess (because lollipops were part of the story). Teacher hands out clay and paper plates to work on. While pupils work, she collects math papers and writes pupils' names on their plates.

14:10 Recess.

14:33 Return from recess. Pupils return to their work with clay.

14:35 Some pupils have finished their clay. Teacher suggests that they may want to write letters to me, writes my name on the board.

14:48 Teacher tells pupils they have about 10 more minutes to work. Reminds them that they had trouble lining up quietly the day before, that she wants them to be quieter today.

15:00 Teacher and a pupil hand out homework from the day before. Pupils clean up.

15:09 Pupils line up. Sing "Beans in Your Ears" while standing in line.

15:13 Teacher gives prizes to a few pupils who have finished part of SRA reading.

15:15 Dismissal.

Miss Hernandez

Teacher - Spanish - 20 years experience (4-5 years at this school). Has always taught in inner city.

Pupils - Enrollment: 28, but only 25 attend regularly. (One has dropped out, one has moved to Texas, and the other is in Mexico-Teacher keeps them on her official roll so she won't get any new students.)

Attendance: 6/8 - 25 pupils present
6/9 - 22 present (pupils 3, 18, 26 absent) Has had little transferring. Only 1 pupil has transferred out of school.

Teacher reports that 2 pupils come into her class for reading instruction. Pupil (28) from second grade - present on both days of observation. Other pupil is from third grade. Teacher says he "doesn't need to be here," reads well in Spanish, but his teacher wants him to come to her class. He did not come in on either observation day - I don't know if he was absent or didn't come in for some other reason.

Class is heterogeneous in ability - chosen to be in this class because all were speaking only Spanish in September. Most were children who had not gone to kindergarten. Teacher says all qualified for bilingual classes, but weren't in them. (This isn't quite what the principal told me -- see notes on this school.)

Three pupils should be in 2nd grade (pupils, 2, 9, 24). Were in bilingual classes before this year. (2) has been labelled minimal LD, but teacher disagrees. Pupil (23) has a congenital arm injury- cannot move right arm freely from shoulder. Doctors say the arm needs to be broken and re-set, and parents may allow this over the summer. His right hand seems to be dominant, but he has been trying to write with his left. Teacher has special assignments for him for most of the day - he has spent most of the year working with manipu-tables, has just started writing and working on cutting and pasting. He reads quite well, is in R.G.III. Next year he will repeat 1st grade, as he must learn to write before going on.

Pupils range widely in ability, but teacher says this is not a problem, that they are "compatible." She feels that, because of their language difficulty, the brighter ones haven't "discovered their potential" yet. Next year 3 8-year olds will go to a 2nd-3rd grade class. Pupil (23) will repeat 1st grade; rest will be split between low and middle second grade

All but 4 pupils qualify for free lunch. A few families are on welfare, but usually because they have such large families.

Pupils' parents come in to talk to the teacher, but they don't get very involved. Teacher says this is a cultural difference. "School is the teacher's domain."

Pull-out instruction - 2 groups go out 3 times/week for Distar language with language teacher. About ½ the class is involved - there is no set schedule for these classes. Teacher says Distar language program is good for these pupils because it "makes it easy to start talking."

Aide support - Teacher has no aide support. Says she could have had someone for two 40-min. periods/week, but it's not worth it. Teachers decided to give up their aides so as to allow them to work in the kindergarten language program.

Curriculum & Planning

Reading - Distar - 3 groups-they just follow the program.
Reading skill cards - work on skills in order of difficulty. Makes own materials. At the beginning had 2 groups because some pupils needed more instruction in Spanish.

Math - follows skill cards - makes or collects own materials. 3 groups.

Reading and mathematics take most of the time. Teacher tries to also do music and social studies, but this is "very incidental." At beginning of year, taught more, then re-taught lesson in Spanish.

Teacher feels that Distar is excellent for these children, because it's so phonetic. Can teach sounds from the very beginning, whether pupils speak English or not. All pupils in this class are reading, and this is unusual. Also, Spanish is a very phonetic language, so parents can understand the Distar program better. Says the program may be too slow "for some children in the suburbs."

Teacher also grouped for writing instruction at beginning of year, but doesn't any more.

Schedule - Weekly: Monday 9:00 - 9:40 Library
Wednesday 11:15 - 11:55 Gym
Friday 9:40 - 10:20 Language Arts

Daily: Teacher says she has a set schedule - normally does all reading in the morning. But observation days showed considerable variation.

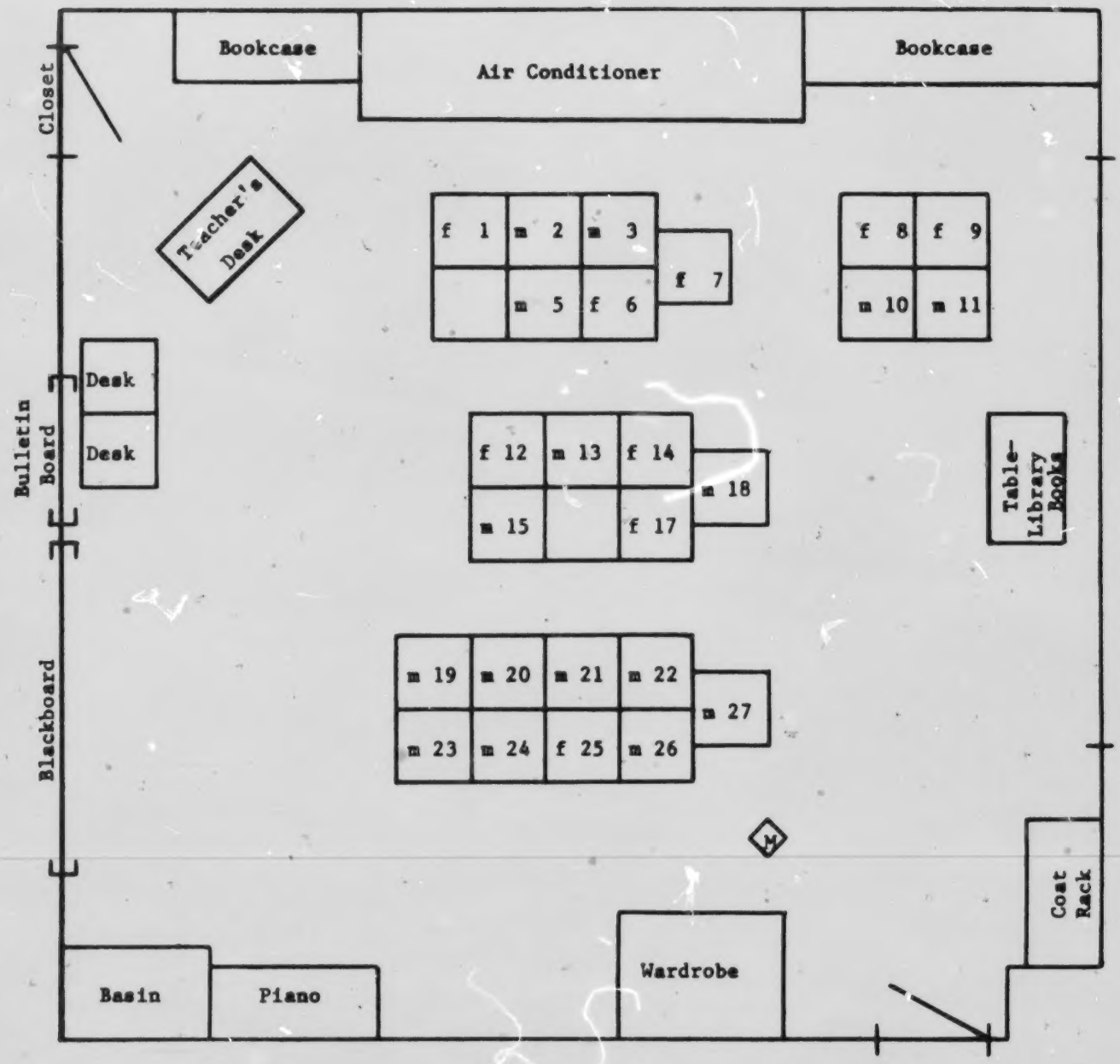
Classroom - Very neat and orderly. Decorated with displays of pupils' work and teaching aids (letters and words that stick on the blackboard, charts, pictures, etc.).

Teaching style - Very relaxed and friendly atmosphere. Teacher can joke with pupils, but is also firm and consistent. Gives very explicit directions. Appears to keep well informed about each individual's activities and gives individual attention very effectively, checking on work or speaking to individuals briefly but frequently.

Uses Spanish for 2 reasons:

-- to make sure pupils catch on.
-- general cultural enrichment.

Miss Hernandez's Classroom, First Grade (6/8/77, 6/7/77).



f = female m = male

M = observer

All students are Spanish.

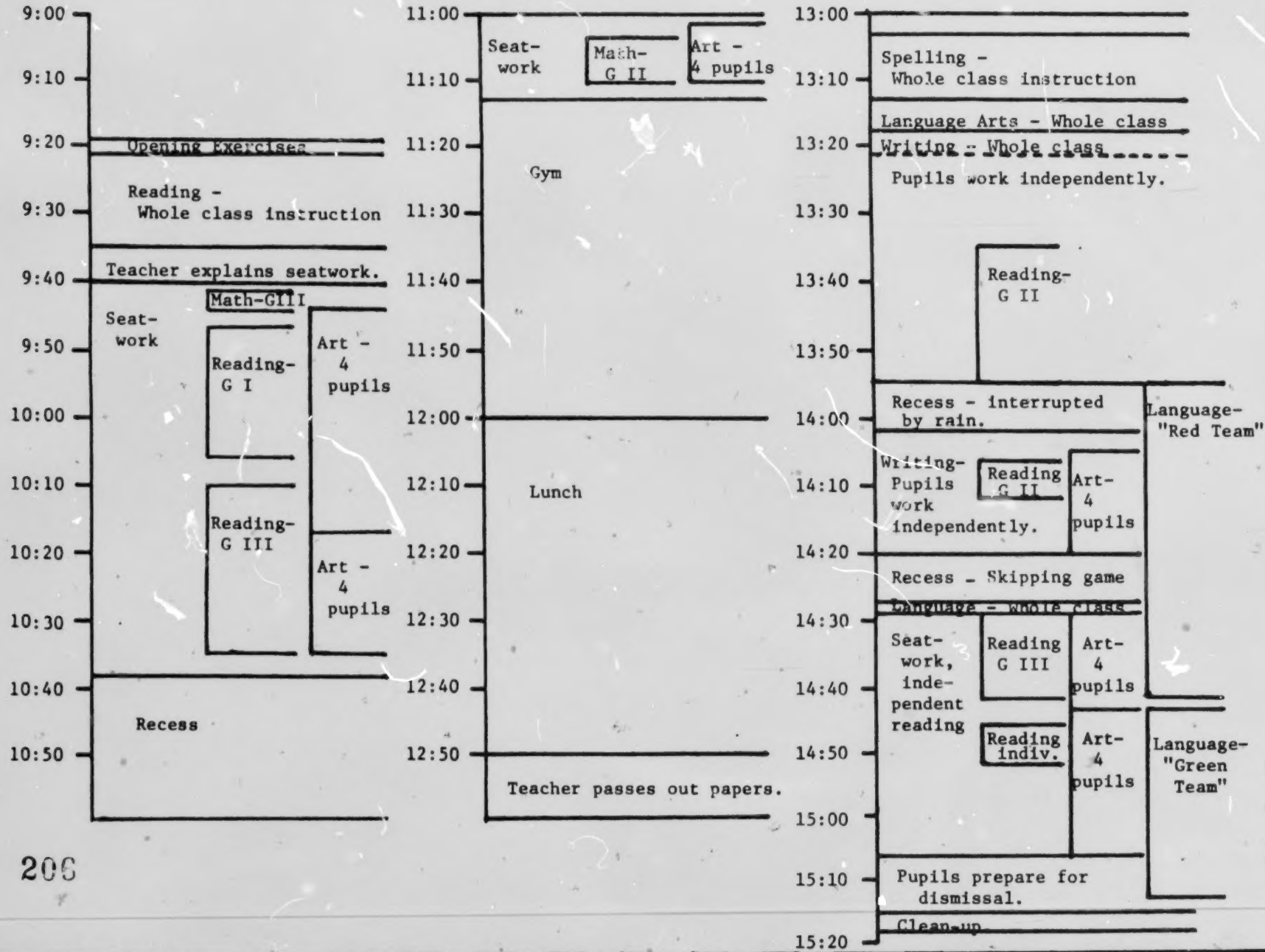
Miss Hernandez's Classroom Roster, First Grade (6/7/77, 6/8/77).
All Students are Spanish.

Pupil Number	Sex	Reading Group	Mathematics Group
1	f	I	1
2	m	I	1
3	m	II	2
-	-	-	-
5	m	I	1
6	f	III	3
7	f	II	2
8	f	II	2
9	f	I	1
10	m	III	3
11	m	I	1
12	f	II	2
13	m	I	1
14	f	I	1
15	m	I	1
-	-	-	-
17	f	II	2
18	m	I	1
19	m	II	2
20	m	I	2
21	m	II	1
22	m	II&III	1
23	m	III	3
24	m	I&II	1
25	f	II	1
26	m	II	1
27	m	I	1

Jets = 1
Boats = 2
Trains =3

Red = I
White = II
Blue = III

A Wednesday in Miss Hernandez's Class (6/8/77)



A Wednesday in Miss Hernandez's Class (June 8, 1977)

Note: School began late because of a faculty meeting.

9:12 Pupils come in, line up to sharpen pencils. Teacher gets material ready, collects lunch money.

9:19 Pledge, singing of 'America." Students beat out the rhythm for the song.

9:21 Exercise on plurals. Assignment on blackboard:

glass	bus	es	s
box	book		

etc.

Teacher asks class how to make plural of each word, writes it in the appropriate column.

Stops writing after several examples, but goes through all orally. Gives assignment.

Says, "I'm going to look for two things."

- putting words in the right columns.
- writing ("Make sure your tall letters are tall..." etc.)

9:27 Goes over compound words. Asks one student how she feels while passing out cards.

Gives each pupil a card with 1st or 2nd part of a compound word.

Seems to be picking words for individuals. E.G., asks one boy, "Do you know that word?"

Then students whose words go together get together.

Each pair tells word they made and put up their cards on the board.

Pupils who didn't get words are then asked to put the letters of the alphabet in order.

9:35 Teacher talks about painting. Four people can paint at a time. Today they will fill in colors (they've already done the outline), later will add details - buttons, etc.

9:36	Pupils read the alphabet in unison.
	Teacher talks about math assignment.
9:37	Gives instructions for seatwork. Do plurals first, put name on paper.
	She is very explicit in directions.
	Passes out paper.
9:40	Helps (23) get started. Takes attendance by looking around the room.
9:41	Calls "Trains" (Math group III: 3 pupils: 2 boys, 1 girl)
	Teacher shows math paper (simple addition) explains how to do it.
9:44	"Red Stars" called for reading (R.G. I: 10 boys, 3 girls). Pupils (8), (21), (25), (26)paint in closet.
9:47	Teacher asks (19), (23) to get gym shoes out.
	R.G. starts, bring chairs with them.
	Teacher goes over sounds in Distar book.
9:49	R.G. does Distar exercise: e.g. "When the teacher stands up, say "sit down."
9:52	Tells (10) to move closer to the board so he can see.
9:53	One of painters comes to get teacher. Says that (25) "did something wrong." Teacher goes into closet.
9:54	Teacher returns to R.G.
9:55	(22) comes in late. Teacher says "Better late than never." (10) explains seatwork assignment to him.
	Teacher uses "point" system in R.G. (Pupils get points for reading correctly, lose points if someone corrects their mistake.)
	Pupils at desks are working on plurals exercise.

10:01 Office calls. Asks for (22) to come down because he brought his sister to a.m. r/t p.m. kindergarten.

Teacher tells R.G., "English is a very hard language. It's not always the way it looks - Spanish isn't like that."

10:05 Close books. At desks: (3), (6), (7), (10), (12), (17), (19), (23). Others are in R.G. or painting.

Teacher gives R.G. assignment (a Distar take-home). "yesterday you didn't do it carefully."

10:06 R.G. dismissed. Some pupils work on the floor on their take-home.

10:08 Teacher helps (19) with math papers, checks on painters.

Sends (9) out to get something.

10:10 Calls "Blue Stars" (R.G. III: (6), (10), (22), (23).) They work on sounds.

(9) returns with pupil (28) who joins R.G. (from 2nd grade class).

10:17 Teacher leaves R.G. to get more painters started. Tells R.G. to look at words and get started. Pupils read words together, then start talking.

Teacher asks (22), (6) to read aloud (from across the room).

10:20 Teacher returns to R.G. (Painting: (2), (8), (20) ?). Pupils have gradually moved back to their desks. Some talking, but most are working.

10:22 Teacher interrupts to quiet the class.

10:25 Open story book, (22) leaves R.G.

Teacher tells children at desks to get their tennis shoes.

10:26 Teacher speaks to (5), he goes and stands by her desk. Seems to be a standard disciplinary measure.

10:35 Painters return to their seats.

R.G. ends. "We need more time on this story. We'll try to meet again this afternoon."

10:36	Pupil (28) leaves.
	Teacher talks to (5), tells class to put materials away, checks paint room.
10:38	Go to recess.
10:59	Back to room; pupils may use toilet and get drinks before returning.
11:00	All pupils back. Teacher speaks to class about playing rough at recess (in both English and Spanish).
	(19) and (23) say they've finished their work.
11:02	Teacher calls "Boats" (Math group II: 3 boys, 4 girls).
	While they come to the front, teacher gets new painters started. (2, 15, 18, 22)
11:04	Math group starts.
	Teacher goes over coins on blackboard - (How many cents in a nickel, dime, etc.)
11:10	Goes over > sign. E.g. puts 9 ☐ 7 on board, pupil puts in sign.
11:11	Math group ends. Teacher checks on painters.
11:12	Get ready for gym.
11:13	Gym teacher takes pupils to gym.
12:50	Bell. Pupils come in - teacher asks if they've been to toilet.
12:55	Teacher comments on (27)'s drawing ("What is that? A war?"), then asks him to pass out some corrected papers.
12:58	Tells (26) to put writing away and do some math. Says, "We're going to do spelling when the bell rings."
13:00	Bell - "Take out spelling papers." Teacher waits for pupils t get ready.
13:03	Spelling lesson begins. Pupils have papers from another day, folded into 4 sections.
	Teacher shows which box to use.

13:05 Teacher dictates, e.g. "The sun is hot."
(24) can't find paper. (3) doesn't have paper ready until 2nd sentence.

13:10 Pupils check papers. A pupil reads each sentence, teacher writes it on board.

13:13 Put spelling away.

Pupils sit on floor.

Someone asks about how much more school they have.

Teacher has them look at calendar to figure it out.

They work on this until 13:18.

13:18 Teacher shows picture of a boy in the sun.
Asks why he is happy - pupils give various answers.

Asks what his name is - pupils say Jack, Mikey, Jerry, etc.

Asks "Could it be Judy? or Norma?" They say no.

13:21 Pupils go to seats, get papers. They are to write about the picture. (23) is doing a cut-and-paste worksheet.

13:24 Teacher puts "friend" on board, "because it's a hard word."

13:31 R.G. will meet. Others should finish writing, then may read books.

13:32 Calls "White Stars" (R.G.II: 6 boys, 5 girls). Corrects (14)'s math paper. Says, "She's the first jet to get them all right."

13:35 R.G. starts. Pupils (1) and (5) go to back table to get books. Teacher says, "You're Red Stars. You're supposed to work on your readers first."

(23) is just sitting, most others are working.

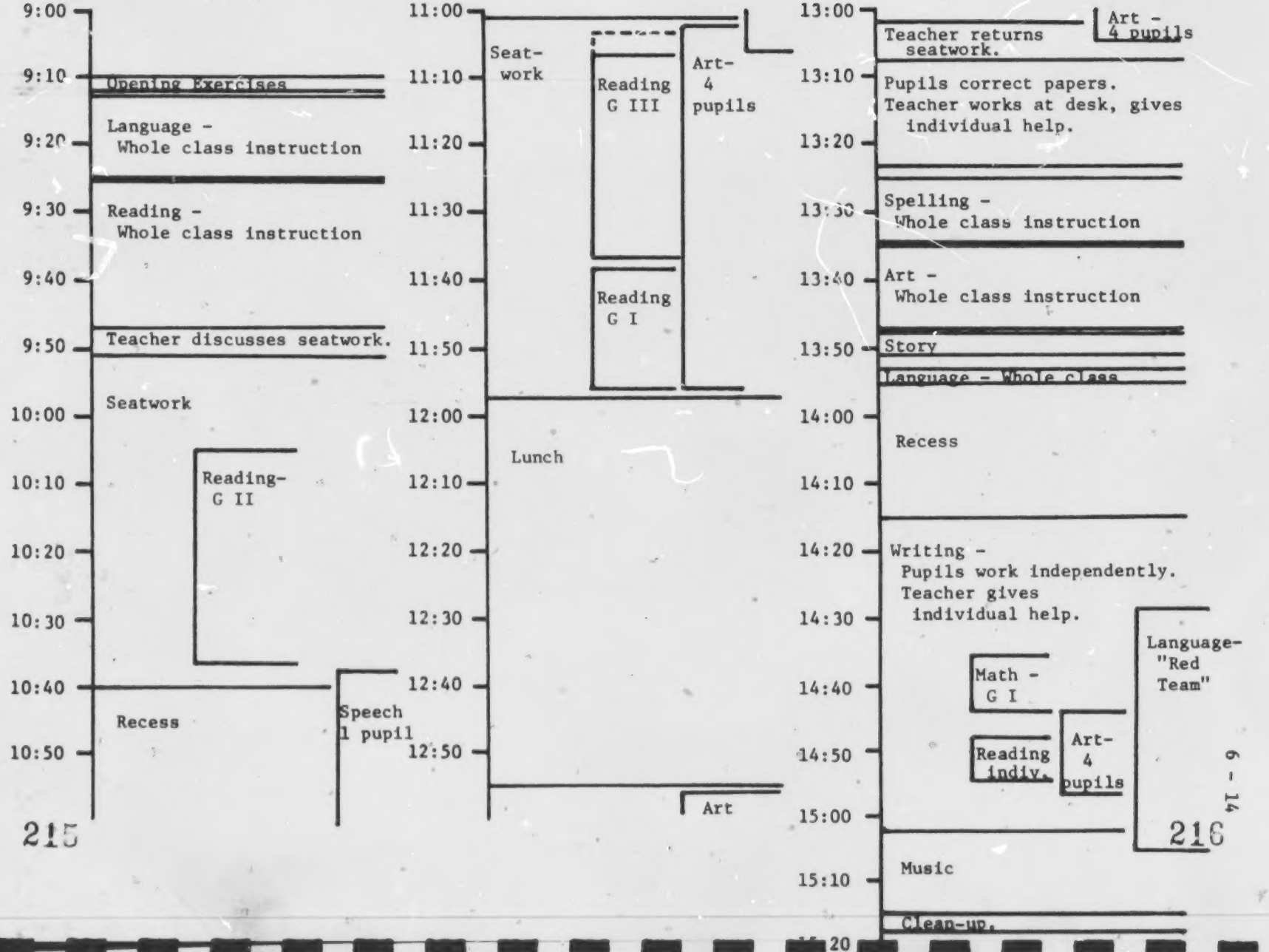
13:45 Office calls. Asks (7) to come to office becuase her parents' truck aerial was broken during lunch. She leaves R.G.

R.G. story is about a bath. Teacher gives pupils the Spanish word for "bath."

13:49	Pupil (7) returns.
13:50	(9), (27), and another boy are reading Distar books. Most others are reading library books. Pupil (23) is working on a cut-and-paste worksheet. R.G. finishes story. Teacher asks questions about it.
13:55	Janitor comes in to fix light in closet. Put work away, go to recess. On the way out, language teacher comes to get "Red Group", several pupils go with him.
14:02	Back to room because of rain.
14:05	Painters continue
14:06	Janitor brings in (3), (15), and (22). They were misbehaving in the toilet. They stand by teacher's desk. R.G. continues. Pupils at seats are reading library books.
14:12	Teacher gives R.G. assignment (Distar take-home). R.G. ends. Teacher takes 3 boys out to hall. Pupils beginning to talk.
14:15	Teacher and 3 boys return, they go and stand by her desk. R.G. pupils are re-reading story. Another teacher comes in to show teacher a sample of some pupils' work. Teacher shows it to class, talks about in Spanish.
14:19	Teacher talks to boys at desk, then send them to seats.
14:20	Pupils play skipping game (due to interrupted recess).
14:27	Skipping ends. Teacher goes over fill-in sentences with whole class e.g., "I cannot come _____. Not or Now?
14:29	White Stars are to work on take-homes at their desks. Blue Stars called. They sit on floor. Only (10) and (6) are present; they read aloud.
14:36	Teacher sends (27) in to paint.
14:38	(10) and (6) bring take-homes to reading area, do it together.
14:42	Pupils come back from language. (10) and (6) return to desks. Teacher gives (23) a take-home. Listens to (19) and (17) read.

14:44	Language teacher comes for "Green Team" (4 girls, 8 boys). Teacher tells (23) to do his take-home, then he can paint. Teacher checks on painters and sends (31) and (24) to paint.
14:46	(10) says he wants to move his desk, teacher talks to him about this. Teacher listens to individual pupils read aloud.
14:52	End of oral reading.
14:56	Teacher asks (2) and (9) to pass back papers.
14:57	Teacher speaks to (23) about an incident in gym class (he was fighting). Tells him to change his shoes, then can paint. Teacher talks to (10) about moving his desk. Asks (20) to pass out notices to be taken home. Checks (26)'s work, helps him (he's very slow).
15:06	Pupils gather together all their papers for the day. Teacher has them get papers out one at a time and put them in order. The pupils who are present also get out the papers of pupils who are at language.
15:11	Pupils staple all papers together and hand them in.
15:13	"Green Team" returns from language. Language teacher talks to teacher.
15:15	Bell. Pupils clear the floor
15:18	Dismissal.

A Thursday in Miss Hernandez's Class (6/9/77)



215

216

9 - 14

A Thursday in Miss Hernandez's Class (June 9, 1977)

9:00	Pupils come in, talk to teacher and each other. Teacher speaks to (10) about moving his desk.
9:10 - 9:12	Pledge and "America." Pupils hang up sweaters.
9:13	Pupils sit at front of room.
	Teacher talks about weather in spring. Someone asks what scientists are. Teacher says "men who study weather, etc."
	Teacher has a pupil find the first day of summer on calendar to show the class.
	They talk about weather in summer.
	Teacher shows summer months on a list of months (written in both English and Spanish).
	Teacher asks how many pupils are going to Mexico for vacation. About 10 raise their hands.
9:25	Asks if any students are going to move during the summer.
9:26	Goes over work on board: plurals.
	Teacher points to picture, e.g. 3 , students say "three glasses."
	For morning work, pupils are to fold paper into 8 boxes, then, e.g., draw 3 glasses, write "glasses."
9:32	Goes over blends, especially "sh" and "ch." Teacher says, "We people who speak Spanish have lots of trouble with these sounds. We think everything is "sh."
9:36	Children line up. Teacher gives them pictures of objects (e.g. a shell) - They place the pictures underneath the signs for the correct blend (e.g. 'sh"), then check each other.
9:47	End of exercise on blends.
	Teacher explains worksheet on word endings.

	On the back is a map showing water and land masses in the world.
	Teacher says to color water blue, land brown.
	Teacher calls 7 children's names. Says they did very good work. They stand.
	Calls names of children who didn't hand in papers.
	They go to desks and look for papers, then come to teacher's desk.
9:51	Pupils return to their desk, begin seatwork assignments.
9:52	Teacher gives worksheets to (23).
9:53	Children whose names were called earlier go to teacher's desk. (Pupils 2,8,10,13,22,24). Teacher talks to them about their work.
9:56	Pupils return to their seats. Teacher moves several pupils' desks.
9:58	End of desk moving.
10:00	Teacher checks (23)'s work, circulates, checking on others, speaks to (17) in Spanish.
10:04	Teacher calls "White Stars" (R.G. II: 4 boys, 5 girls).
10:05	R.G. starts, work on sounds.
10:14	R.G. reads story.
	Pupils at desks are all working on assignments.
10:27	Pupil (1) is lying down, head on desk
	(27) raises his hand, has finished work, teacher signals to him to draw on the back of his paper.
	(23) whispers to (20) for help, no response.
10:36	R.G. ends. Teacher checks on (23). Asks to see (1) and (2), looks at their work until 10:39. Talks to (25) while they get their papers.
10:38	(19) goes to speech. (18 is supposed to, but is absent.)

10:39	Put things away.
10:40	Leave for recess.
11:01	Return from recess. Teacher calls "Blue Stars" (R.G. III).
11:02	Sends (10) and (23) to get (28) from 2nd grade for reading.
11:03	Only (6) is in R.G., she reads sounds.
11:04	(22) comes to R.G., reads sounds. Teacher says "That's beautiful. You can paint instead of reading with us."
	Teacher reminds "White Stars" to work on their take-homees.
	(23) returns, they can't find (28)'s classroom. Teacher sends (9) with them.
11:06	(19) returns from speech.
11:07	R.G. pupils return.
	R.G. starts. (Pupils 6,10,23 and 28).
	(20) is reading a book.
11:15	(2) and (11) also reading books now - Teacher says "I'm going to listen to some of you read these next week." (They are really reading, not just turning pages.)
11:30	Visitor comes in (a former teacher) to show her baby to the class.
11:36	Pupil (9) calls teacher, she checks on painters.
	(23) goes to seat. (28) leaves.
	Teacher goes over take-home with (6) and (10).
11:37	(6) and (10) go to seats.
	Calls "Red Stars" (R.G. I).
11:39	Someone comes in with a message, talks to teacher.
	Teacher asks (9) to "be teacher," pupils start work on sounds.

11:40	Teacher returns to R.G.
11:44	R.G. starts on story.
11:56	R.G. dismissed. Pupils put work away.
11:57	Line up, leave for lunch.
12:55	Pupils return from lunch.
1:02	Teacher talks about morning work. Goes over alphabetizing. Gives papers back to (10) and (19) to be corrected.
	Asks class, "Minus is the same as?" "take-away."
1:05	Gets painters to join class (forgot earlier).
	Goes over plural papers. Many pupils didn't put a word in each box. Teacher returns papers that aren't complete (most of the class).
1:08	Pupils correct papers. Red Stars work on take-homes.
	Teacher puts on record of a song they 've been learning, works at her desk.
1:11	Gives (23) a writing paper.
1:15	Hands back take-homes to be corrected.
1:17	Puts on a record brought to school by (8), says, "In a few minutes we'll begin our spelling."
1:19	Teacher circulates, checks (23)'s work.
	Asks (23), "Did you do that writing paper? Let's see it." He goes to get it, erases part and starts over. Teacher forgets to come back to look at it.
1:23	Take out spelling materials.
	Teacher says "Some people are going to be in trouble, because they put their spelling paper with yesterday's work. If you don't have it, you just can't do spelling today." Three pupils don't have papers (6,22,24).
1:25	Teacher dictates, e.g. "His dad is sad." (22) takes out a piece of paper.

Teacher says "There's a smart boy - He's going to write on a plain piece of paper. I'll let you do that."

(24) takes out paper too.

After a while, teacher tells (6) to get out paper.

1:28 Looks at (23)'s writing, says "Those are fine; those you have to do a little better."

1:30 Teacher writes sentences on board to check.

1:32 Checks (23)'s work.

1:34 Put Spelling away, sit in front on the floor.

1:35 Teacher explains next step on paintings: filling in the details. Teacher talks about details (eyes, hair, buttons, etc.).

Shows different kinds of shirts and sweaters worn by girls and boys.

Discuss shoes, socks, etc.

1:47 End of detail discussion.

1:48 Teacher plays record of a story (in Spanish). Shows pictures to go with story.

Listen to song on other side of record.

1:51 Pupils return to their seats. Teacher passes out story worksheets, tells pupils she will make a book of all their stories.

1:53 Whole class does worksheet on rhyming words on back of story sheet.

1:55 Bell, pupils line up for recess.

2:15 Pupils return from recess, begin stories.

Some pupils ask her to put words on board - She writes "children," "school," but for some words, says "that's easy," - doesn't put it on board.

Teacher helps with words by showing pupils how to sound them out.

2:28	Teacher talks to (23) about his work, says he did cut-and-paste worksheet"perfectly."
	Looks at coloring paper.
2:29	Language teacher comes to get "Red team" for language.
2:29	Office calls. Pupil (8)'s mother is there to pick her up. She leaves at 2:30.
2:31	Calls Jets (Math group I). Calls (7). Says to try this exercise. (12) wants to try too, teacher says she can if she knos the numbers to 100, tells (6) to try it too.
	Pupil (10) is the only pupil at his desk.
2:36	Teacher dictates numbers, pupils write them in boxes on their worksheets (e.g. 92, 54). Teacher says, "Just for fun, let's see if you can write these" (110,105,etc.).
2:44	Pupils (6), (7), (9) and (15) go to closet to paint.
2:48	Calls (5) (was absent in the morning). He reads aloud, teacher gives him a take-home.
	Other pupils work on stories, worksheets, etc. at their desks.
2:52	Pupil (25) says she wants to read for teacher. (During morning R.G., teacher spoke to her about not paying attention.) She reads aloud until 2:55. Teacher says, "you've redeemed yourself."
2:57	Teacher talks to (6) and (15) about an accident in the paint room. Painters return to seats.
2:59	Listens to (13) read from a library book.
3:00	Another teacher comes in to show her a pupil's work. (On a worksheet which said "Draw a ring around the right answer," the pupil drew a picture of a ring for one's finger. Miss H. explains this to class, shows them the paper.).
3:02	Music. Teacher plays piano, pupils sing. Teacher begins with a Spanish song. Then lets pupils choose songs. They choose about half English and half Spanish songs.

3:06	Pupils return from language.
3:15	End of singing. Teacher says to take reading books home.
3:16	Pupils clean floor, line up.
3:18	Dismissed.

Mrs. Huffman

Teacher - About 12 years experience.

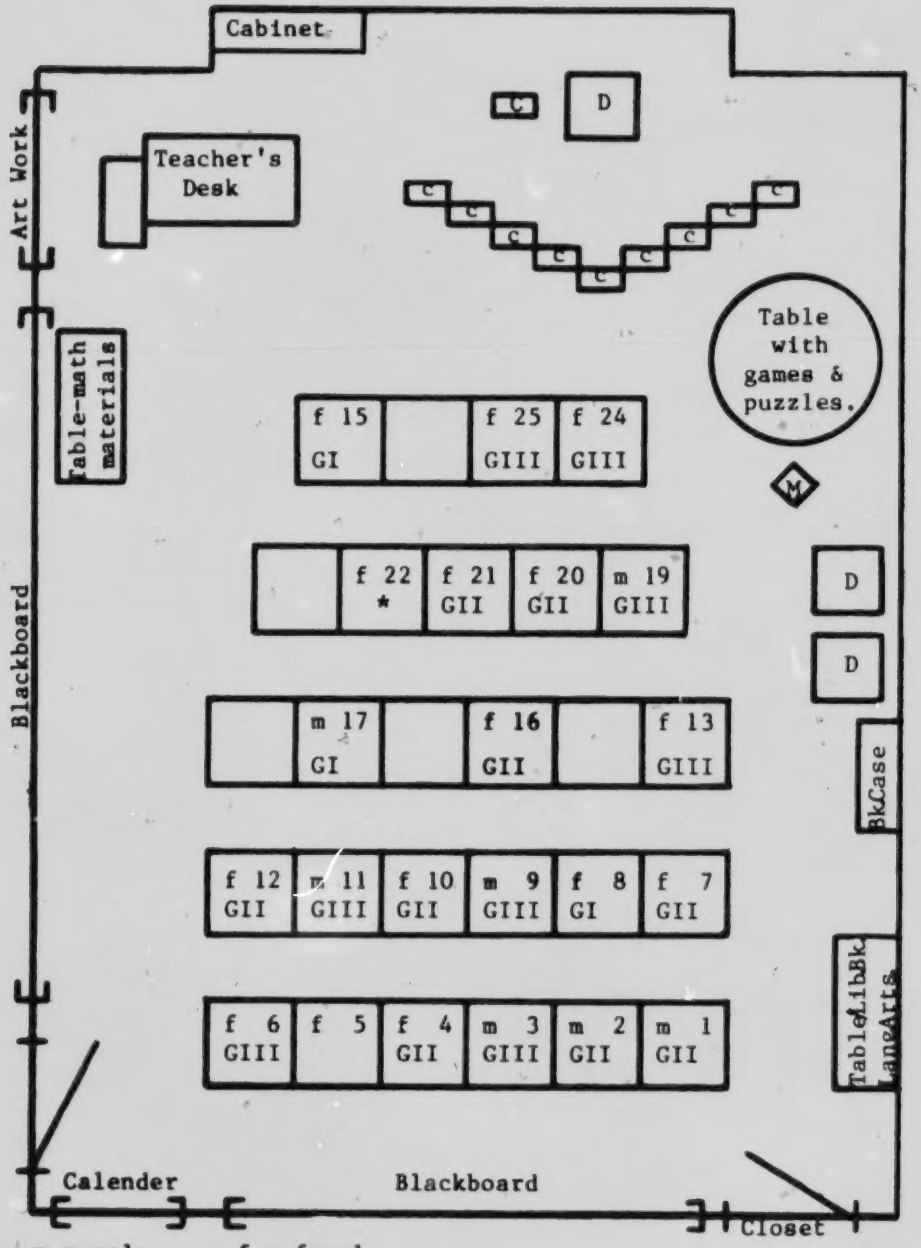
Pupils - 25 enrolled.
22 present.

2 girls go to 3rd grade class for reading (pupils 5 & 22).

Pupil (3) has a problem with his eyes (cataracts?), can hardly see. When he went to teacher's desk to get a pencil, had to feel the point to see if it was sharp. Teacher has talked to nurse, but nothing has been done. She tries to work with him but says she doesn't feel she can expect too much from him.

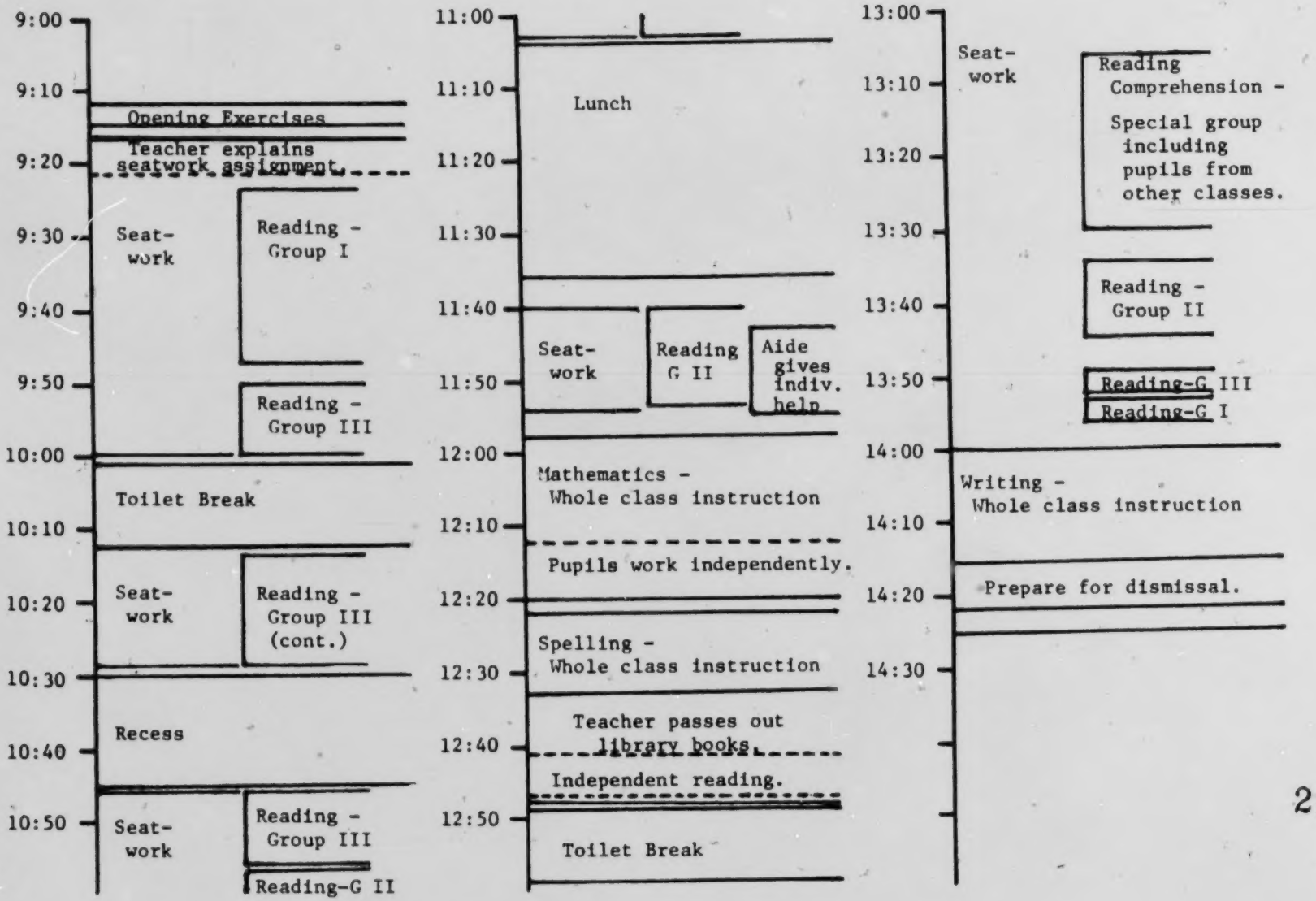
Classroom - Has many extra materials -- bulletin boards all have an instructional focus. Pupils' work is displayed around the room.

Mrs. Huffman's Classroom. Second Grade (5/19/77).



m = male f = female
c = chair D = desk
M = observer
Roman Numerals denote Reading Group assignment.
All students are Black.
* Goes to Third Grade class for reading instruction.

A Thursday in Mrs. Huffman's Class (5/19/77)



A Thursday in Mrs. Huffman's Class (May 19, 1977)

9:04 Pupils enter the room. Most go to their desks right away, sit quietly.
One girl comes in chewing gum. Teacher tells her to take it out, saying, "I don't come to school with my robe on, curlers in my hair...You may do anything you see me do. That's how I raise my children at home." This statement is typical of her approach to classroom management. She is very careful to explain the reasons for things she asks of her pupils.

9:07 Asks several pupils to pass out papers.

9:08 Pupil (13) has a nosebleed. Teacher is so calm that I didn't notice what was happening at first. Pupil (19) is talking. Teacher quiets him, he raises his hand and she gives him permission to talk. Says, "Good morning, Mrs. Huffman."

9:12 Pupils stand. Teacher greets them, introduces me, leads pledge and singing of "America."

9:14 Teacher asks pupils to take out pencils. Only 5 pupils have sharpened pencils (the sharpener is broken). Others come to teacher's desk to get pencils.

9:15 Teacher asks what time it is. Several pupils answer 9:15.

9:16 Teacher asks pupils to write names on their papers, then look at the board. Waits until everyone is watching.

9:18 Teacher explains morning work.

1. Math problems e.g. 72
+24
Teacher works 2 problems as examples.

2. Morning story.
Instructions on board.
"Write a story.
Thursday temperature
recess school
weather Chicago, Illinois
*Write two personal sentences."
Teacher explains that pupils are to write a sentence using each word listed, then 2 sentences about "anything you want to tell me" Explains that she may not have time to read them all today.
Teacher shows pupils a list on the board:
"Things to do:

	Math Boardwork Spelling Unit 34 Spelling - 5 X's Morning Story Workbooks"
	If pupils finish all this they are to go on to the next lesson in workbook.
9:22	Teacher says, "No one set up the chairs for reading." She seems surprised.
9:24	Calls R.G.I (1 boy, 3 girls: pupils 4, 8, 15, 17).
9:25	Calls pupil (8), "you're holding us up." Starts while she's walking over to group. Pupils read words from teacher's book, then read story together. Pupils at desks are working quietly. There is very little talking. Pupil (13) has been sitting at math table holding a towel to her nose.
9:32	Pupil (13) is working now. Pupil (3) has head on desk resting. He has eye trouble and can hardly see. He transferred to this school 2 months ago. Teacher has been trying to get the nurse to see him but hasn't been able to. R.G. is reading story about the sun and stars. Teacher stops often to ask questions about the story.
9:39	Teacher interrupts group to quiet pupils who are talking.
9:41	Teacher interrupts group to speak to pupil (1) who is trying to sharpen pencil. Tells him to get pencil from her desk.
9:47	R.G.I ends. Teacher tells pupils she will call them back later to go over their workbook assignment.
9:48	Teacher calls R.G.III. Says to whole class, "You're so quiet. Thank you. You're the quietest class on this floor"
9:50	R.G.III starts (4 boys, 4 girls: pupils 3, 6, 9, 11 13, 19, 24, 25). They work on the alphabet, then words from teacher's book.
9:58	Pupils (15) and (16) are talking. Teacher has (15) move to back row and (16) move to (15)'s desk.
10:00 - 10:02	Pupils line up for toilet break.
10:10	Girls back to room. They talk to each other while waiting for boys.
10:13	Boys back from toilet.

10:14	R.G. starts again.
	Pupil (15) is sitting in back row, not working at first, then gets started.
10:15	Pupils (4) and (5) are quite restless. Both get up for books, then paper. Teacher speaks to pupil (4). Pupil (4) takes (5)'s chair, then gives it back. Teacher doesn't notice.
	Pupil (15) is listening to R.G. instead of working.
10:28	Pupils line up for recess.
10:30 - 10:45	Recess.
10:45	Teacher calls pupil (17), speaks to him about bothering (10).
10:46	R.G. starts again. Pupil (13)(in R.G.) has nosebleed again. Teacher gives her a towel, asks if she's been to a doctor.
10:51	(In R.G.) Teacher sends (13) to her seat because of her nose. Works with pupil (3), tries to adjust paper so that he can see it. Asks him to read aloud.
10:52	Teacher is called out into the hall by another teacher. Pupil (3) reads aloud, very slowly, obviously having trouble. Teacher has to tell others to be quiet. Teacher calls (13) to read aloud. She does, then returns to her desk.
10:55	Teacher interrupts R.G. to quiet the rest of the class.
10:56	R.G. III ends. Teacher calls R.G. II.
10:57	R.G. II starts (2 boys, 6 girls: pupils 1, 2, 4, 7, 10. 12, 16, 20, 21).
11:03	Bell. Pupils line up.
11:04 - 11:36	Lunch.
11:36	R.G. II returns to reading circle.
	Aide comes in.
	A pupil asks about their field trip to the zoo. Teacher says pupils must be good in order to go.
	Girl talks to teacher about mosquitos bites on her arms.
	Teacher asks aide to collect students' papers and correct them.

11:40	R.G. starts again.
	Pupils (3) and (19) not working. (3) lies with head on desk. (19) starts working after a few minutes.
11:43 - 11:55	Aide corrects math papers. Works individually with pupils 5, 6, 11, 15, 17.
11:51	Pupil (22) goes out to another class (to 3rd grade reading).
11:53	R.G. II is dismissed.
	Pupil (19) complains to teacher about heat, says he wants to go home. Teacher sends him to bathroom with pupil (9). Pupil (19) has been seeking attention from the teacher all day, asking questions wanting to be hugged, praised, etc. She generally responds briefly, then sends him back to desk.
	Teacher passes out math papers while waiting for (9) and (19) to return.
11:58	Starts math lesson without (9) and (19). Says, "We're already way behind." Goes over operation signs (+, -, x).
11:59	Aide leaves. Pupils (9) and (19) return. Teacher begins lesson on multiplication. As an introduction, mentions jump-rope rhymes (e.g. "2, 4, 6, 8....."). Asks how many girls jump rope when they go out on playground.
12:02	Teacher puts on multiplication record. Asks pupils to turn chairs around and look at back of room where the record player is. Pupils listen to a song, then say 2 x's multiplication facts in unison with record. After record, each row says multiplicaton facts in unison.
12:10	Teacher passes out bundles of plastic sticks for figuring out problems on worksheet. Speaks to pupil (13) about sitting "like a little lady." Says, "Even when we have pants on, we're still ladies."
12:12	Pupils start problems on worksheet. (Contains 24 problems, multiplication and addition, e.g. 2x5 = __, 5+5 = __.)
12:13	Pupil (22) returns from reading in 3rd grade class.
	Teacher checks math papers as pupils finish.
12:15	Teacher collects papers. Pupils who have finished just wait.

12:17 Teacher passes out math charts for pupils to keep in desks. (These are home-made charts which contain the multiplication facts from 2x1 to 2x12, and fold over to show the answers.)

12:20 Pupils take out spelling books.

12:21 Pupils take out the spelling sentences they wrote. (This is an assignment from the spelling book; pupils are to write stories about a series of pictures.)

12:22 - 12:28 Pupils read their stories aloud.

12:29 - 12:33 Teacher dictates spelling sentences (e.g. "The small bird hurt its wing.").

Pupil (3) is trying to do math worksheet. Holds it right next to his face trying to see it.

12:33 Teacher and pupil (24) pass out library books from table. Pupils' names are supposed to be on slips of paper in the books, but most aren't, so teacher holds them up and lets pupils choose books. Teacher becomes impatient because passing out books is taking so long. Says, "We must have a reading period. I need this free time to get my papers together."

12:41 All pupils have books. Pupil (6) complains that foot hurts. Teacher goes to desk in reading circle area, seems to be sorting papers. Most pupils read from their books - aloud, but quietly. They seem absorbed.

12:45 Teacher tells pupils they only have a few more seconds, passes out slips of paper so they can put names in books.

12:47 Pupils hand in their books.

12:48 Pupils put heads down on desks.

12:49 Pupils line up by rows.

12:49 - 12:59 Toilet break.

12:59 Teacher speaks to pupil (17) about running back into the room.

Six pupils line up to go to another room.

Teacher sends (8) and (17) to check their group assignment with another teacher.

13:03 Some pupils come in from another class and go to reading circle with several pupils in this class. There are 13 pupils in the group.

The remaining pupils(1, 2, 4, 5, 7, 10, 13, 15, 16, 20, 21, 25) work on workbooks at their desks.

13:06 Teacher sends (17) to get 2 pupils from Miss Greenberg's room. (They are pupils (5) and (20) - see notes from May 16-17.)

13:07 Teacher begins group instruction - Wisconsin Design Comprehension Skill - Before or After.

Most pupils at desks are working. Pupil (15) is playing with sticks used earlier in math lesson.

13:14 Visitor comes in and talks to teacher.

Pupils (8) and (25) are playing with math sticks.

13:18 Teacher is interrupted by pupils talking. Goes to blackboard and writes "No Trip" (refers to upcoming field trip to the zoo). Says,"I may have to put some names up."

13:19 Teacher hands out worksheet to pupils in group.

13:20 Teacher explains worksheets. Pupils do them together.

Pupils (2), (7), (9), and (17) are playing with sticks.

Pupils (16), (20), and (21) are coloring.

13:24 A girl comes in from another class. She is supposed to be inthe comprehension group, but she has a new teacher and doesn't know the schedule yet. Apparently, she has missed the first few days of this skill. Teacher introduces her to other pupils in the group.

13:28 Pupil (3) returns.

13:30 Pupils from other classes line up.

13:31 Pupils from other classes leave. New pupil stays. Teacher writes out schedule for comprehension group and gives it to her. Pupils at desks are just waiting.

13:34 New pupil leaves.

13:35 Teacher calls R.G.II (2 boys, 6 girls: pupils 1, 2, 7, 10, 12, 16, 20, 21). Speaks to (17), who is still playing with math sticks. Looks to see what he has done in his workbook.

13:37 Several pupils return from other rooms.

13:42 Pupil (17) returns from an errand.

About 6 of 14 pupils at desks are actually working.

13:44 A visitor comes in, then leaves.

13:45 Teacher quiets the class, dismisses R.G.

13:46 Teacher calls R.G.III. Pupil (13) hasn't finished the assignment, so teacher sends her back to her desk, saying, "You don't have any business up here."

Teacher quiets the class.

13:49 Teacher begins R.G. instruction, then is interrupted by other pupils. She goes to the board and writes 3 names under "No Trip" (Pupil (13) and 2 others). Pupil (13) looks upset, puts head on desk.

Pupil (3) is sitting in R.G., but is trying to finish assignment instead of listening.

13:52 R.G. dismissed. Teacher calls R.G. I.

13:53 R.G. I starts.

Eighteen pupils remain at their desks. About 8 are working. Pupil (19) is standing at wastebasket.

13:57 Teacher dismisses R.G., then calls pupils back because she forgot to check one part of assignment. However, only 1 pupil has finished the assignment, so teacher has them all return to their seats.

Teacher speaks to pupil (7), puts her name on board. Explains that this is a warning - anyone whose name goes up five times will <u>definitely</u> get no trip.

14:00 Teacher passes out handwriting worksheets for lesson on cursive writing. Has pupils write words in the air as practice.

14:05 Teacher chooses pupils to write words on the board. After their turn at the board, pupils do the worksheet at their seats.

14:16 Teacher asks (17) to return record player to another teacher.

Teacher collects papers as pupils finish. Those who are done wait. Then asks (5) to collect papers, (9) to put away reading chairs.

14:20	Teacher asks (1) to collect pencils.
14:22	It's very noisy. Teacher has row 1 put heads down on desks.
14:23	Aide comes in with note for teacher. Pupils line up by rows.
14:25	Dismissed.

Miss Sutton - 2nd grade

Teacher - 6 years experience, all at this school.

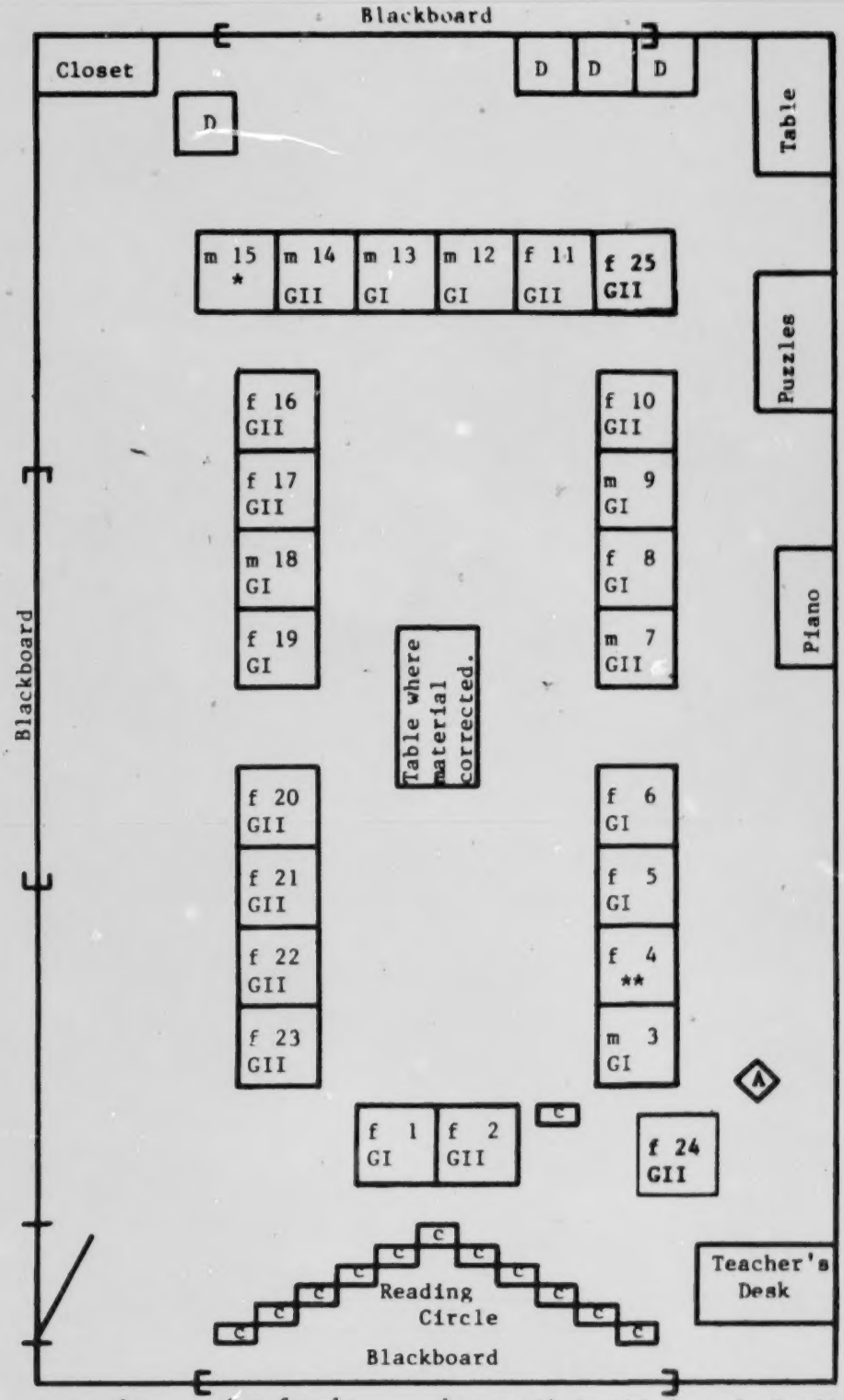
Pupils - Enrollment 26 pupils - all black
Attendance - 25 pupils

2 girls come in from 1st grade for reading.
2 girls go to 3rd grade for reading.

Teacher had same class in 1st grade the previous year.

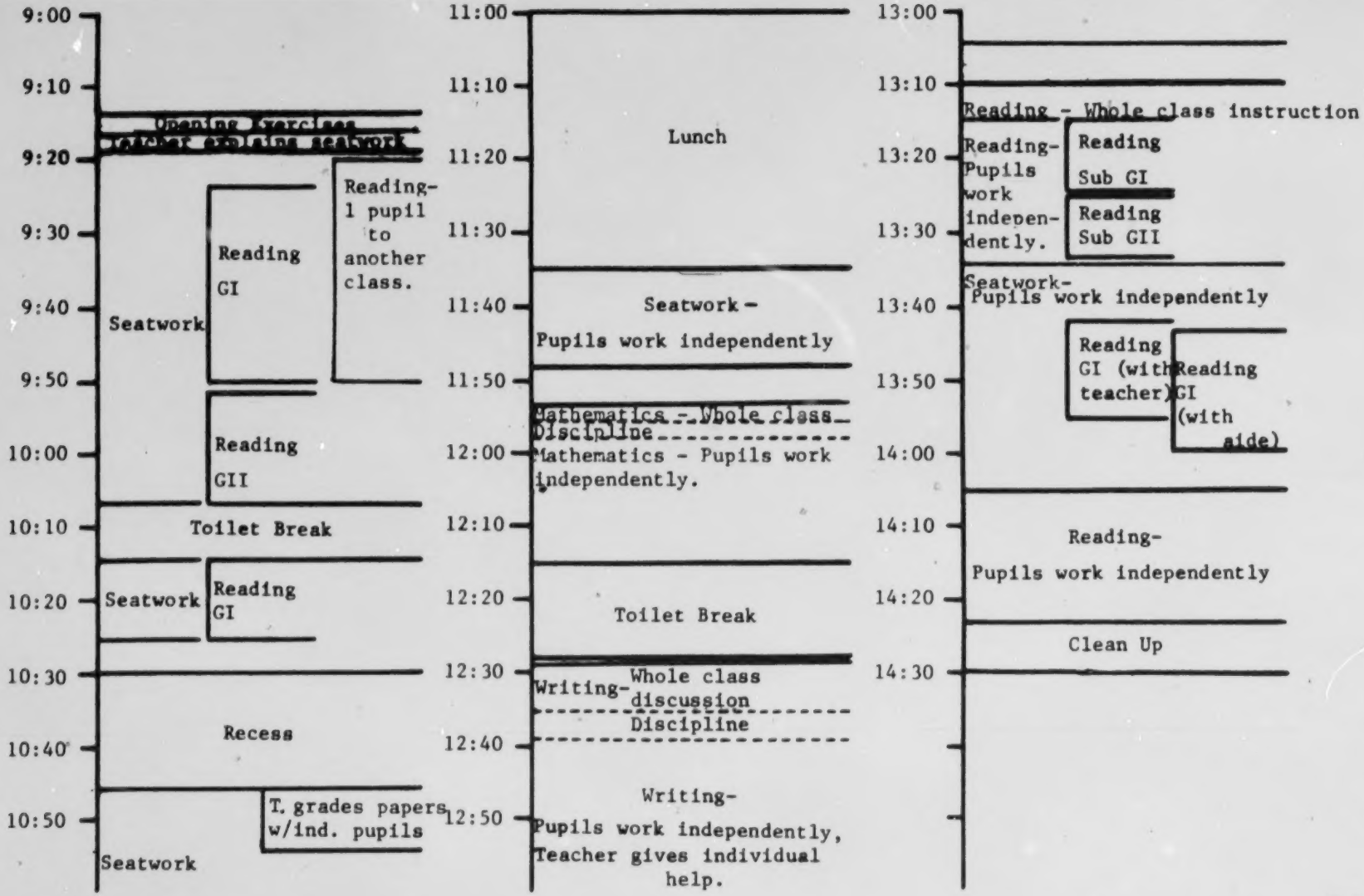
Has very few absences, attendance is often 100% over extended periods of time.

Miss Sutton's Classroom, Second Grade (5/19/77).



m = male f = female * = pupil in third grade Reading Group.
D = empty desk A = Observer
c = chair ** = pupil in second grade Reading Group.
Roman Numerals denote Reading Group assignment.
All students are Black.
25 pupils present. 26 pupils enrolled.

A Thursday in Miss Sutton's Class (5/19/77)



A Thursday in Miss Sutton's Class (May 19, 1977)

9:14	Start. I was introduced.
9:15	Allegiance to the flag. Anthem with piano.
9:17	Material is quickly passed out. All read, Whole class.
9:19	Teacher explains reading comprehension task. Pupils work on their tasks. Teacher is putting money away on desk that pupils brought in for field trip (to Lincoln Park Zoo). Pupils gave slips and money to teacher before start of school.
9:22	Reading Group I is called.
9:24	Start reading Distar program (SRA), words from book, teacher holds.
9:32	Gives out reader, p.22. All read aloud the the title. Then individuals read silently. Task: Comprehend first paragraph.
9:20	(4) left classroom with books.
9:36	Teacher asks questions.
9:37	Teacher assigns second paragraph. Pupils read aloud.
9:39	Third paragraph silent reading.
9:40	Teacher asks reading comprehension questions.
9:41	Teacher assigns next 2 paragraphs. Nobody dozes. All seatwork pupils seem to work.
9:42	Teacher asks reading comprehension questions. (Distar Reading II Storybook 3).
9:43	Teacher asks questions.
9:45	Reading aloud one pupil at a time. Seat work pupils who finished writing assignment move on to math.
9:50	(4) comes back to class, starts seatwork assignment. End of Reading Group I. Pupils return to seat. Teacher selects reading for other group.

9:52	Reading Group II is called. Pupils go and get books (readers). Book: "Signposts". Boston: Houghton Mifflon.
9:53	p. 34, read.
9:54	Reading comprehension questions.
9:58	p. 36 argued. "Look at the picture." "What kind of store?" Pupils read story.
10:00	Teacher asks questions.
10:02	p. 54 read aloud, individually.
10:07	End of Group II reading. "Lets go to the bathroom." Toilet recess. Boys and girls line up.
10:15	Back from toilet. Workbooks - Group I. Group II does seatwork and whoever is finished plays puzzles.
10:19	Start reading, individually aloud, Group I. Workbook task based on story they read earlier.
10:22	Read aloud, all.
10:24	Individual reading aloud. Teacher asks reading comprehension questions in between.
10:25	Teacher corrects spelling of workbook tasks. End of Group I.
10:30	Recess.
10:46	Back from recess. Whole class: Teacher sits down on middle table and grades seatwork while pupils are waiting. One pupil clears away "reading chairs." Pupils that are not waiting at table all do some work (reading, math, puzzle working). Individual seatwork.
10:54	Teacher finishes grading. Sits down at her desk. Pupils do individual seatwork. Teacher grades some more work of pupils.
11:00	Class to lunch.
11:35	Back from lunch. Teacher asks if anybody else has finished assignment. Pupils start working immediately.

11:42 Teacher switches light off. Pupils are to return to their desks. Light back on. Teacher straightens out desks and chairs. Pupils have individual talks at their desks. Not all have returned to desks. Some are still cleaning up puzzles.

11:48 Whole class: Math assignment - p. 111. - Workbook math seatwork.
Teacher switches out light to calm down pupils.

11:53 Light back on.
Math starts. Addition, subtraction. 20+10= .
Two integers. Whole class instruction.

11:56 Light out, class too loud. "Put your heads down." "Raise your hands if you want to say something." "Finish problems by yourself".

11:58 Light back on - start. Teacher wanders around.

11:59 (3) finished. "Do other side."
Now with the first time, some pupils sit around not doing anything and chatting.

12:00 Teacher goes around and checks work.

12:12 Teacher writes a note for (5) who did not complete his math work. He has homework assigned. Notes have to be returned, signed by parent.

12:15 End of math. Toilet recess. "Everything off your desks." Teacher leaves classroom. Checks on toilet situation. Line up for toilet.

12:28 Everybody back from toilet.
(3) seems to be teacher's favorite.

12:29 Whole class: pupils suggest some activity: painting, playing.
Whole class story time as individual seat work.

Teacher suggests to write a story. "What would you do to cool off?" Sit in front of a fan, open the windows, make a fan, pour water over yourself, go to the beach, go swimming, go to the zoo, ice over my face, to the museum, take a bath, fresh air, turn air conditioning on.

12:35 Teacher disclipines, waits for class to calm down.

12:39 Instruction continues. Write a story - How to Cool off on a Hot Day. Teacher distributes paper. Children have to find title.

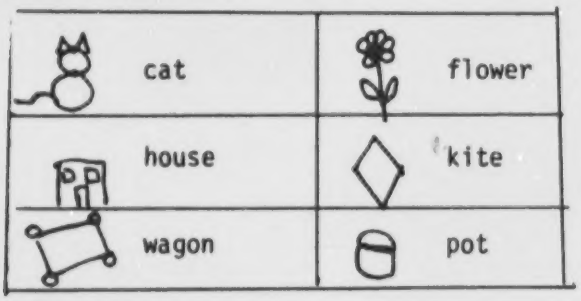
12:39 — Individual seatwork, whole class. Teacher goes around. Some pupils ask spelling of some words. Teacher helps individually. Some words, which pupils ask, she writes on the blackboard.

12:48 — Teacher starts correcting stories. She sits at middle table. Some pupils (approximately 1/3) have finished stories. The others are still working.

1:04 — Finish grading of story. End of story time.

1:05 — Wisconsin program: Level B, "Detail". Grades are reshuffled = regrouped. Other pupils come into class from other 2nd grade. Many of this class's pupils leave. 19 pupils in this group.

13:10 — Instruction starts. Pupils have to fold paper into six boxes.



fill in missing part.

13:13 Subgroup — 9 out of 19 pupils are called to teacher. They sit on floor. Workpapers are handed to that group. They read a story.

13:15 — All read aloud.

13:18 — "Candy". Everybody of group of 9 questions who put the candy in the doll house? Multiple choice answers for questions.

13:20 — Some other pupils who were assigned seat work seem to have finished. They are bored.

13:23 — Teacher corrects group work.

13:24 end of subgroup — Seatwork pupils bring work to teacher for correcting. Group of 9 is to return to seats to complete seatwork assignment.

13:25 other subgroup — Other group is called: 10 pupils. Pupils sit on floor.

13:27	Start story, "Candy". Same as before. All group reads. Again questions and multiple choice answers.
13:30	Only one of 9 is working on seatwork. Others are hanging around, quietly.
13:31	Teacher aide enters (as scheduled). Teacher aide leaves.
13:32	Teacher corrects work of "Group of 10".
13:33 End of subgroup	Sit down everybody, whole class at seats. Teacher checks seat work of "group of 9".
13:34	Other pupils who belong in this class return from their "Wisconsin" group. Pupils who belong to other second grade classes leave. Pupils take seats. Teacher asks for stories yet to be corrected and that were written before "Wisconsin"
13:36	Aide returns. Reading Group I with teacher. Reading Group II with aide.
13:42	Teacher starts reading with Group GI.
13:43	Aide starts Group GII. Both groups read aloud.
13:44	Teacher group works silently, while others continue aloud. Again multiple choice questions.
13:47	Teacher group reads aloud.
13:48	Add "S" to words . . . make plurals.
13:47	GII working silently.
13:50	Both teachers are correcting papers.
13:55	End of teacher group GI. Teacher: "Take out library book, if you have finished your story." Whole class seat work.
13:59	Aide finishes correcting. End of GII. Goes to cabinet.
14:03	Individual silent reading. Aide leaves to do some copying. Pupils do seatwork. Whole class - seatwork.

14:05	Teacher pulls out newspaper, "Union Teacher". "20 minutes per day pupils are supposed to do their own reading," says the teacher. Teacher reads her "Union Teacher." Not all pupils read. Some play with paper.
14:12	1 sleeping and 8 doing some non-reading or non-writing. (talk, do their hair . . .)
14:15	Teacher walks around.
14:16	(3) gets his note pinned on . He is supposed to be at school early the next day for some tape recording.
14:17	Teacher continues reading "Union Teacher".
14:19	Aide comes back with copies. Sits down next to teacher; they chat.
14:22	1 pupil is reading only.
14:23	End of chat. Teacher starts clean-up. "Put your library books away." Pupils clean up their desks, put their chairs up.
14:25	Bell rings.
14:26	Line up
14:30	End of School day.

Mrs. Wilson

Teacher - White, 5 years experience, all at this school. Taught K for 1 year, 1st grade for 3 years, and now has split 1-2 class.

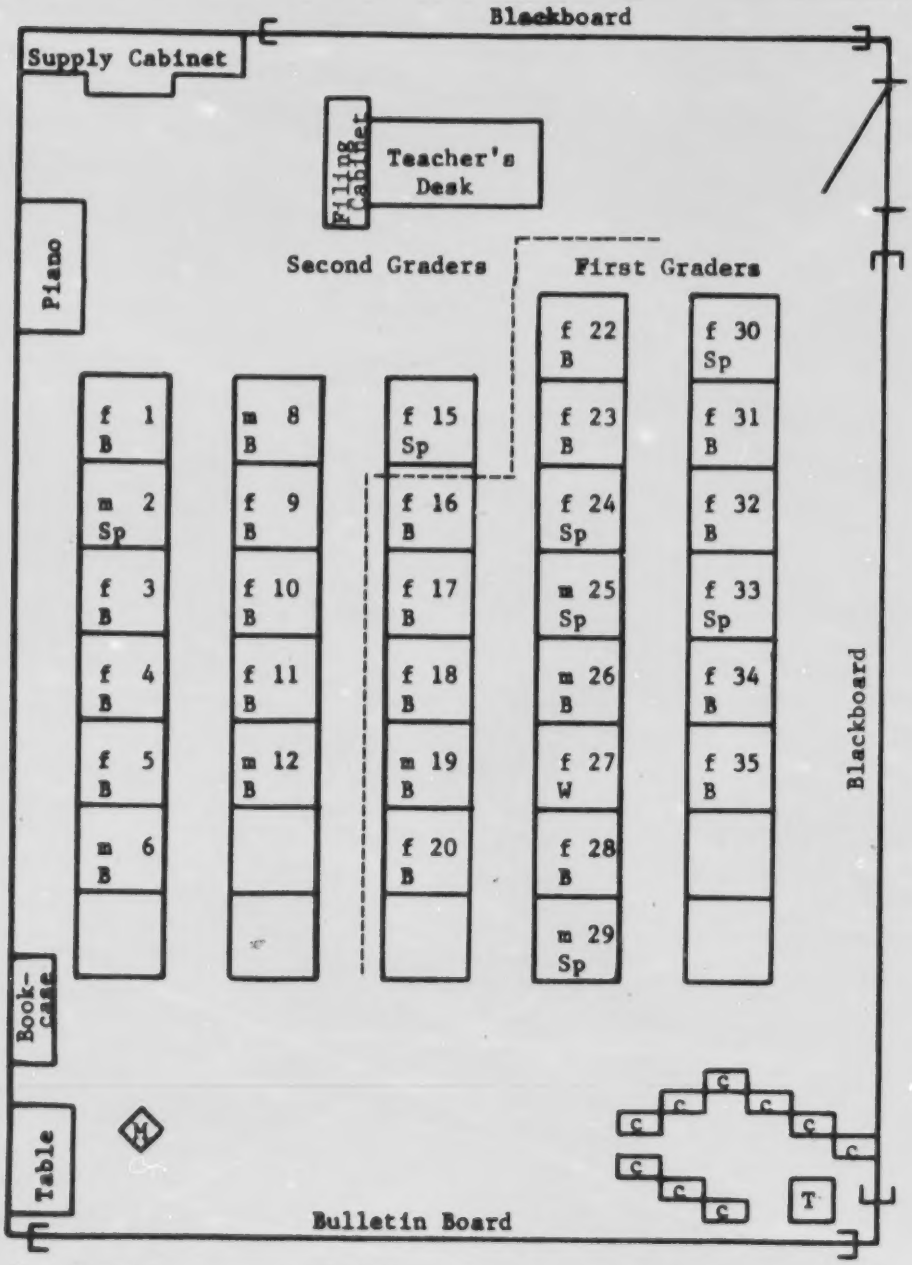
Pupils - 32 enrolled.
31 present.
Of those present, 19 are 1st graders.
12 are 2nd graders.

23 Black
7 Spanish
1 White

Two pupils go out for bilingual class. (29) for entire morning(?) (6) for part of afternoon. Also pupil (24) in a.m.

Classroom - The room is pleasant looking. Most of the bulletin boards are commercially made, but one shows baby picutes of the pupils, is entitled "Once There Was A Baby Named YOU."

Mrs. Wilson's Classroom, First and Second Grades (5/25/77).



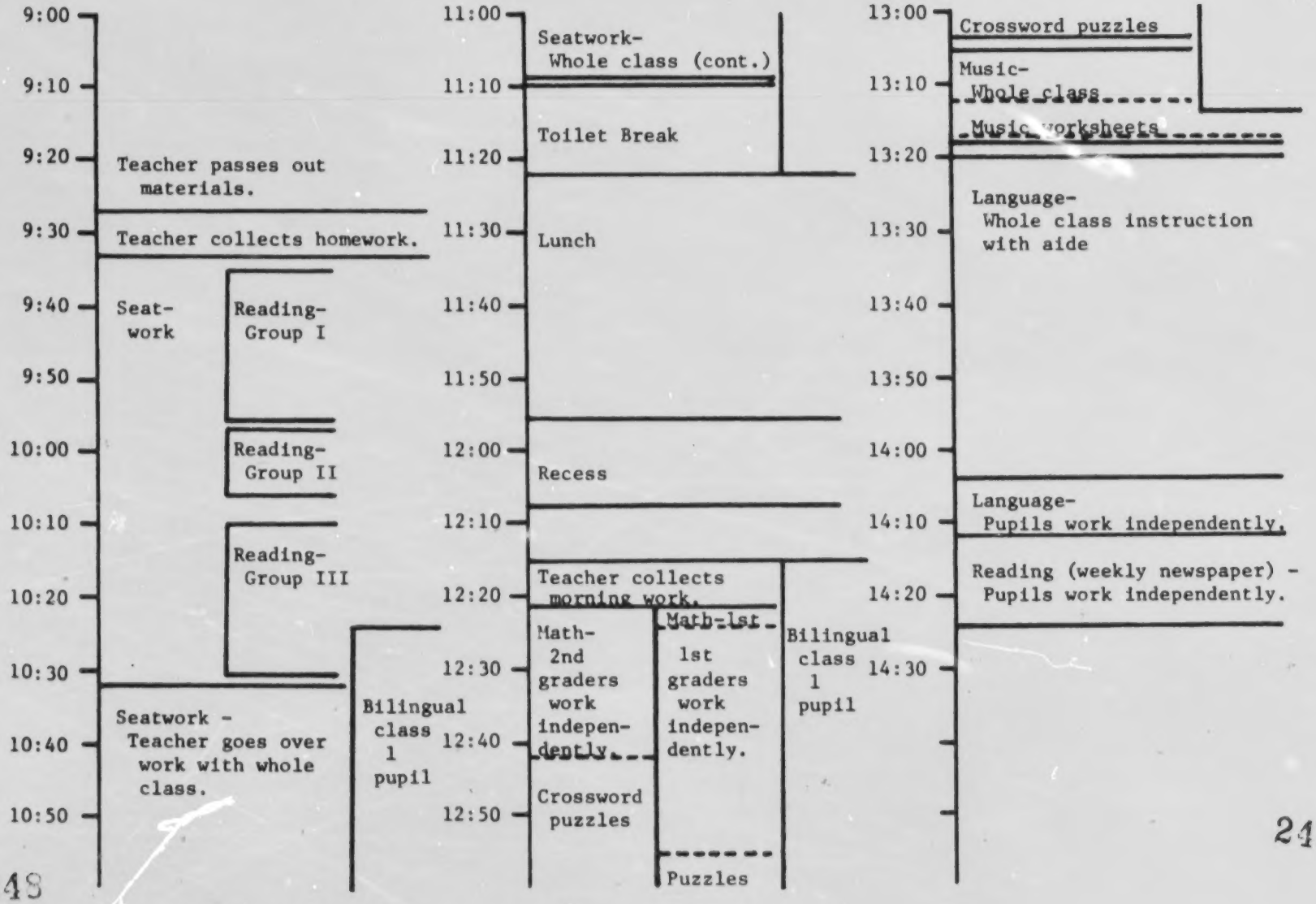
f = female m = male

Sp = Spanish W = White B = Black

c = chair T = table

M = observer

A Wednesday in Mrs. Wilson's Class (5/25/77)



A Wednesday in Mrs. Wilson's Class (May 25, 1977)

9:10 School begins.

9:20 Observer arrives. Teacher is passing out papers. Pupils sharpen pencils, and begin working. Seatwork assignment on board:

1. All dogs have tails. Fred is a dog. So _____.
2. All the houses on our block are white. Tim lives on our block. So Tim's house _____.

Guess What

We are going to draw something. It is found on the farm. We are going to make it big. We are going to color it red and white. Can you guess what we are going to draw? It will be fun to draw and color. When you have guessed what it is, draw it on the back of your paper.

Pupils are to copy these and follow the directions, as well as completing several worksheets.

9:27 Teacher collects homework.

9:33 Teacher assigns a pupil to be responsible for lunch money.

9:34 Teacher calls "Redbirds" (R.G.I: 3 boys, 7 girls).

9:35 R.G.I begins. They read in unison from reader My City. Teacher interrupts them to quiet the class. Teacher assigns two stories for tomorrow.

9:45 R.G. works on Distar lesson.

9:48 R.G. interrupted by pupils talking, someone with a form for teacher to sign.

9:56 Teacher assigns seatwork and homework. R.G. ends.

9:57 Teacher calls "Yellow Birds" (R.G.II: 6 girls; 2 boys). They read in unison.

10:06 Teacher assigns story for tomorrow. R.G. dismissed. Teacher calls "Blue birds" (R.G.III: 4 boys, 7 girls).

10:10 R.G. begins. They read from reader.

10:25 Someone comes in to get pupil (24) (for bilingual instruction?).

10:31 R.G. ends.

10:32 Reading and Language Arts. Teacher goes over morning worksheets with whole class.
The six worksheets are:

1. Matching sounds with pictures.
2. Coloring - pupils are to follow directions on sheet.
3. Things that go together, e.g. (Man,) tree, (boy) (baby)
4. Compound words, e.g.,"Put the word cow with the word boy. You have a cowboy. Draw a picture of a cowboy."
5. Vowel sounds, e.g., p<u>ai</u>l - pupils fill in missing letters. Pupils respond with phonics rules, e.g., "When 2 vowels go walking, the first does the talking.")
6. Word completion, e.g., <u>p</u> i <u>g</u>, <u>w</u> a t e <u>r</u> - pictures to indicate appropriate word.

11:06 Teacher goes over work on board ("Guess What" and syllogisms.)

11:09 Girls line up for toilet recess. Teacher sends them to toilet with front and back line captains in charge. Two girls stay in the room.

11:10 Boys line up and go to toilet. Teacher puts math problems on the board.

11:22 Pupils return, line up again and go to lunch.

12:08 Pupils return. They take out morning work.

12:12 Teacher is talking to someone. Pupils wait.

12:15 Teacher collects morning work. Pupil (29) is present now - was not in class during the morning (May have been in bilingual class). Pupil (6) has gone out for bilingual instruction.

12:21 Mathematics. Second graders work independently on worksheet. Teacher goes over borrowing with first graders. Work examples on board, e.g.

$$\begin{array}{r} 1 \\ \not{2}6 \\ -7 \\ \hline 19 \end{array}$$

12:24 First graders work independently. Teacher circulates among them, checking work and helping individuals.

12:37 Pupil (29) has finished assignment. Teacher checks his work, asks him to help (28). Teacher moves (22)'s desk to front of room near blackboard.

12:42 Teacher tells 2nd graders to work on crossword puzzles when finished.

12:56 Tells 1st graders to work on crossword puzzle when finished.

12:58	Teacher starts collecting papers. Tells pupils they have 5 minutes to finish. Pupil (29) is still helping (28). Most of 1st graders are working quietly. Most of 2nd graders are talking.
1:02	Teacher asks who hasn't finished, writes their names on board. Says these pupils should finish their math at home.
1:03	Teacher collects crossword puzzles, says that pupils who haven't finished may take them home.
1:05	Music. Teacher draws a staff, treble clef, and whole note on the board. Review the lines and spaces and their names, and the names of notes of the scale. Pupils are beginning to sing "Do, A Deer" under their breath.
1:12	Teacher passes out worksheets. Pupils are to indicate whether notes are on lines or spaces.
1:14	Pupils (6) returns.
1:17	Teacher collects worksheets. Pupils sing a song.
1:18	Pupils go to reading area, sit on floor. Aide comes in.
1:20	Language (Distar program) with aide. Teacher corrects papers at desk.
1:22	Pupils are very restless, talking and pushing each other. Aide stops instructions to regain their attention.
1:28 - 1:30	Aide moves two pupils who are talking.
1:48	Aide reads story from Distar language book. Pupils are very restless.
1:58	Story is interrupted by a boy who finds a pin. Aide stops in the middle of the story, says "We'll see what happens to Oscar later."
2:00	Aide waits for pupils to be quiet, then shows pictures of 3 bears on Distar "Take-home", discusses each bear, what they are wearing, etc.
2:04	Aide asks each pupil a question about the picture. When they answer, they take a copy of the take-home and go to their desks. Aide sends two girls to their desks for talking. Teacher speaks to them. Pupils at desk work on take-homes.
2:12	Teacher hands out "News Hunt," a weekly newspaper.

2:15	Teacher says that pupils who didn't get a take-home (because of talking) will miss gym and recess tomorrow. Writes their names on the board.
2:17	Aide collects take-homes when pupils finish. Pupils are supposed to read "News Hunt," but many are talking. Teachers cleans desk.
2:22	Teacher washes blackboard. About 5 pupils are reading. One asks me what the word "scientist" is.
2:24	Pupils line up to go home. Teacher reminds them to take homework ("News Hunt," math and crossword puzzle (if not finished) and a take-home for Redbirds).

Mrs. West

Teacher - 13 years experience, 12 in Chicago and at this school.

Pupils - 31 enrolled
29 attending
Middle second grade class.

Aide - in class for part of day. Also has a volunteer in on the observation day.

Materials - Distar reading. Teacher likes the program, says that pupils who before would not have been reading, are now able to read.

Mathematics - textbook

Supplemental books used regularly for seatwork:
Math: Silver-Burdett, Modern Mathematics Through Discovery

Spelling: Scott-Foresman, My Second Dictionary

Weekly Schedule

Periods

8:30 - 9:00	Preparation for the children
9:00 - 9:30	Pledge, lunch money collection, orientation
9:30 - 10:00	Reading Group I
10:00 - 10:35	Reading Group II
10:35 - 11:20	Distar Language with Aide (Library - Tues) (Art - Fri)
11:20 - 11:30	Preparation for lunch
11:30 - 11:45	Lunch
11:45 - 12:05	Recess
12:05 - 12:35	Reading Group III
12:35 - 1:10	Math (Gym - Mon)
1:10 - 1:30	Social Studies (Math - Mon)
1:40 - 2:00	Science
2:00 - 2:25	Art - in class (optional - language) (listening, records reading stories, etc. - Fri)
2:25 - 2:30	Cleanup

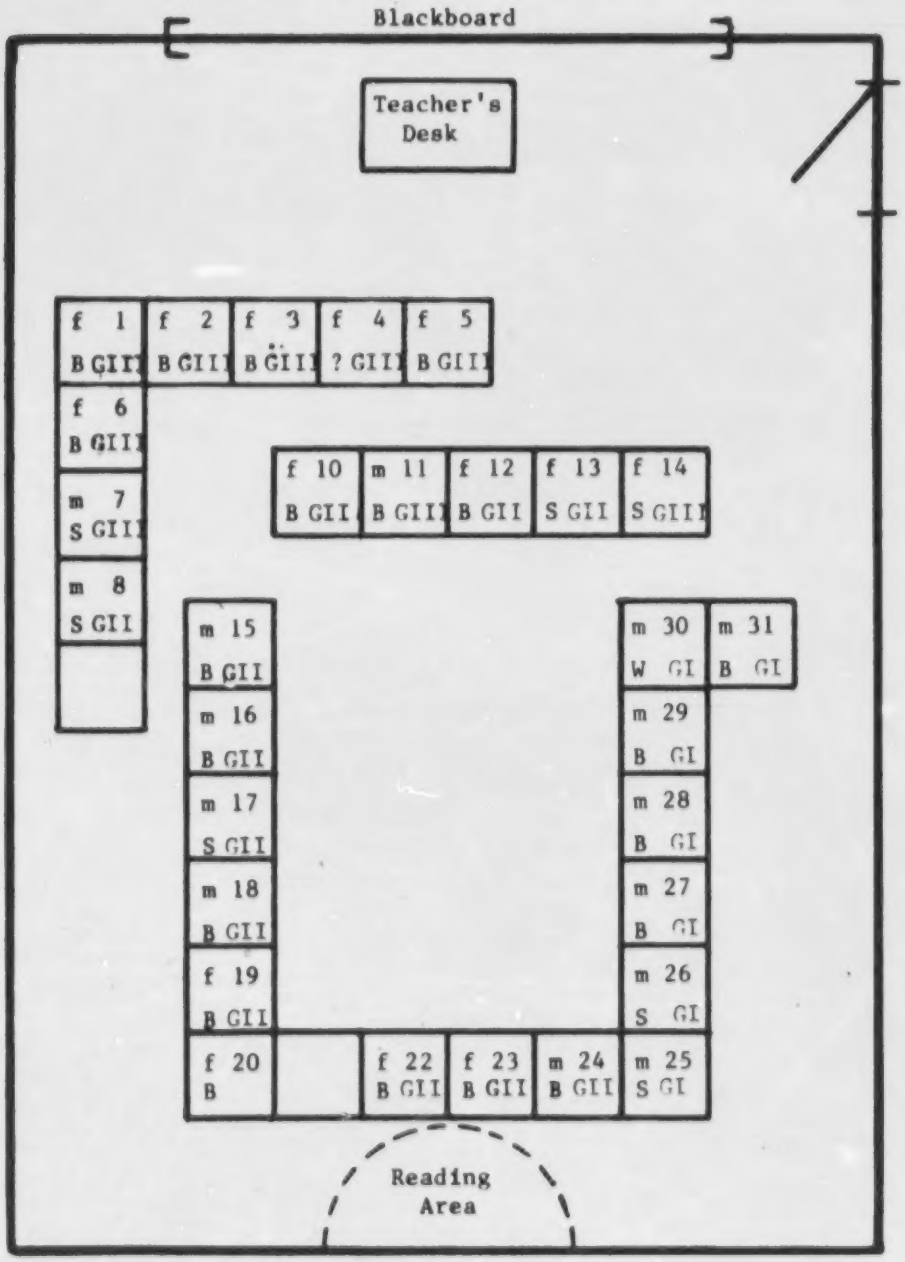
Classroom Management

Pupils can get up any time to see board better, get materials, go to the toilet, or deliver finished papers to teacher's desk. Teachers does not interrupt teaching to open the door; she has one of the pupils do it.

Teacher is extremely aware of the seatwork group, and aware of time.

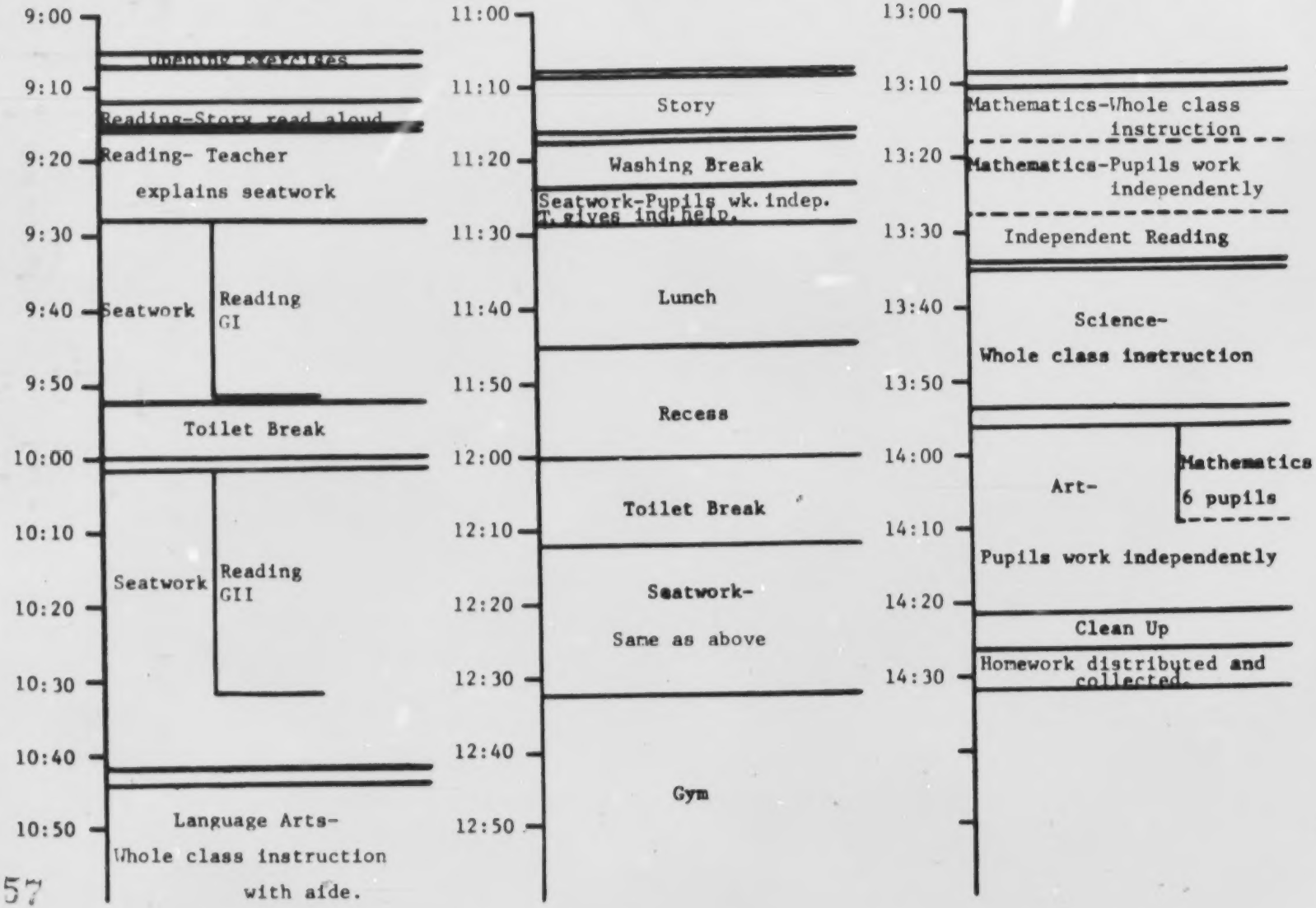
She says it is not hard to teach 31 children. The low ones are harder, but give you greater accomplishments.

Mrs. West's Classroom, Second Grade (5/23/77).



m = male
f = female
S = Spanish
W = White
B = Black

A Monday in Mrs. West's Class (5/23/77)



A Monday in Mrs. West's Class (May 23, 1977)

9:10 - 9:12	Song, Anthem, Pledge
9:12 - 9:13	Fixing the movement of a desk and reseating.
9:13	Organizing writing, checking pencils, sharpening, collect money for trip.
9:14	Older boy comes in to get (library) book.
9:15	Parent delivers child (13).
9:17	Story is about trip, reading aloud, first. "Our Trip: Tomorrow will be May 24, 1977. We will take a trip. We will ride on the bus. We will see many things. We will see houses and people. We will see new places. On Tuesday we will visit Pioneer Park." Talk about Pioneer Park: Mother pigs protect their young, do not touch if they say so. After discussion, tells children to first copy. Then to draw a picture about the story.
9:20	Girl enters with form to sign.
9:21 - 9:27	Writes on Board: Vocabulary park — mule horse — cow farm — sheep animal — wagon piglet — chick Math Pages 122 and 123 Spelling p. 102
9:27 - 9:30	Explaining where art paper is and that children should go directly to drawing when finish writing, telling about books brought from home. Reward for finishing work.
9:30 - 9:33	Organizing reading group and checking writing progress. Open window.

9:33	Start Reading Group: 7 kids Group I: (31),(30),(29),(28),(27),(26),(25) All Boys!!!
First Activity 9:33 - 9:42	Reading from Distar Reading II Story book 2 first concentration on (sh) and repeating sounds.
9:38 continuous	Older girl comes to collect trip money. Teacher notices and says envelope is on desk. Children deliver work to Teacher's desk - writing, math, copying from a book (?) My Second Dictionary.
Second Activity 9:42 - 9:47	Reading out loud in unison from book. Lots of reinforcement for achievement.
9:43	Principal pokes head in (1 second).
Third Activity 9:47 - 9:50	Reading out loud by individuals switching back and forth randomly to keep kids attentive. Short stretches; lose turn if not aware. Also, correction of errors.
Fourth Activity 9:50 - 9:54	Reading aloud with interpretive commentary by teacher. Lots of questions and explanation about meaning of test.
9:54 - 9:56	Looking at and interpreting the picture. Lots of logic and extra vocabulary.
9:56	End group.
9:57 - 9:59	Go three minutes early to "washroom" (toilet). Kids work until last second before they go to "washroom". Told to get a drink because day is hot. Sends two groups, by themselves, with cautioning.
10:05	Return.
10:05 - 10:07	Organizing reading group and reminding others about other work.
10:07	Reading Group II: 12 kids (15),(16),(17),(18),(19),(22),(23),(24),(10),(12),(13).(8).
10:07 - 10:16	Pronunciation
10:16 - 10:17	Leave group to check seatwork of several kids.
10:17 - 10:22	Reading aloud in unison. Story book #3.

10:22	Discussion of Story and readying for individual reading. Be on guard.
10:23 - 10:33	Individual Reading.
10:33 - 10:37	Unison reading and interpretation. Lying, logic and interpretation of reactions to lying.
10:36	Aide arrives.
10:37	End of reading group II and new seat assignment.
10:37 - 10:47	Teacher checking seatwork. Aide helping with reorganizing work for reading group I. Kids who are not in reading groups I and II are working with newspaper, finding words they know and cutting out stories and pasting them.
10:45	Teacher continues to circulate and check kids' work.
10:47	Put away papers and get ready for language class, reorganize seating.
10:49	Participants: all kids - whole class instruction. Newspaper group told to leave materials on floor where working because they will return to that work when they return in the afternoon. Training in analogies: "a <u>place</u> is to <u>what you find in that place</u>" grocery store — food firehouse — fire engine logic training.
10:54 - 10:56	Teacher interrupts aide to clarify the instruction but reinforces aide's authority and directs attention to aide.
10:49 - 10:54, 10:56 - 11:09	Teacher corrects papers and listens. A <u>car</u> is to a <u>wheel</u> as a _____ is to a <u>wing</u>. (Ambiguous).
11:09	Teacher comes over to keep better order by her <u>presence</u> only.
11:13 - 11:14	Getting ready for story from aide. Teacher has kids move and stretch to get ready.
11:14 - 11:22	Story about Pogo and Big Ben.

11:23 - 11:25	Line up for hand washing. Boys - Teacher, Girls - Aide.	
11:28 - 11:29	Boys back, girls back.	
11:29 - 11:34	Reading Groups I and II: finishing (under supervision) seatwork: "Take advantage of all of the time that you have."	
11:34 - 11:35	Line up for lunch - mixed sex line-up.	
11:35	Go to lunch.	
11:35 - 11:50	Gone for lunch	During recess time teacher prepares math on board.
11:50 - 12:05	Gone for recess	
12:05	Teacher goes to pick up children.	
12:17	Return from recess and toilet.	
12:18	Teacher says 15 minutes to finish work. Roves and checks and rewards. Briefly deals specially with a pupil who is a member of the other (high) reading group on a math error she found in his paper (spends 4-5 minutes). Then spends time with a child who cut out and pasted a difficult story. She had him read part to test if it met criterion of readibility.	
12:35	Gym teacher arrives with bat and ball.	
12:37	Children leave.	
1:13 - 1:15	Children arrive. Children begin to pull out math group.	
1:16 - 1:23	Begin math - whole class. Lots of questions to elicit whether or not the children know what to do, plus examples of each type.	
1:23	Start math board problems in seats with teacher moving around, then at desk.	
1:28 - 1:31	Teacher begins roaming and checking and advising.	
1:31	Teacher at desk correcting papers and surveying.	

1:31 Board

Name The Sum			Greater than >		Less than <		Equal =	
22	35	9	7+4 ☐ 13		2+1 ☐ 5		5-3 ☐ 6-4	
+67	+24	+7	8+6 ☐ 14		2+2 ☐ 3		1+2 ☐ 2-1	
		+8	6+8 ☐ 12		1+3 ☐ 5		3+3 ☐ 4+2	
			15-9 ☐ 5		5-1 ☐ 1			
			16-8 ☐ 7		6-5 ☐ 5+1			
			15-8 ☐ 7		2+3 ☐ 6-2			

1:33 (#8) returns. When children finish they go to book table. Some stay and read together, some return to seats.

1:38(?) Volunteer comes with young child.

1:39 Put math papers away. If not finished, finish them during art period.

1:40 Getting Science started. Teacher disatisfied (I think) because it took a full minute to get kids settled.

1:42 Whole class science. Animal babies. Some look like their mothers, others do not. Series of short reading aloud by one child at a time. Then questions, new information and discussion (eggs vs. born alone). Question: Where do crab and lobster babies come from? Teacher will look in encyclopedia.

1:59 Close books. (28) and (8) pick up science books and return.

2:00 Volunteer and Teacher distribute Art materials, paper. Several children restart math. One girl, (23), asks if she can read rather than have art, teacher says yes, but she actually decides to do art. (13),(28),(18),(26),(30), (24) are doing math. Art consists of cutting colored shapes and pasting them on white art paper. 3 paste pots available, shared and passed in some areas, distributed in others by teacher - could be chance. Goal to make a collage. Teacher tells them to make a lot of shapes for pasting. Colors available: light blue, pink, orange, maroon.

2:14 (26) finished with math.

2:26 Clean-up begins.

2:32 Passing out homework. Teacher and volunteer read aloud - opposites, math. Volunteer continues cleanup. (Homework collected at door tomorrow. Reminders about bringing lunch tomorrow for trip. No mothers, bus only holds 58 kids).

2:32 Last kids leave.

Mrs. Vance

Teacher - White - was formerly a secondary English teacher.

Pupils - 29 enrolled
28 present

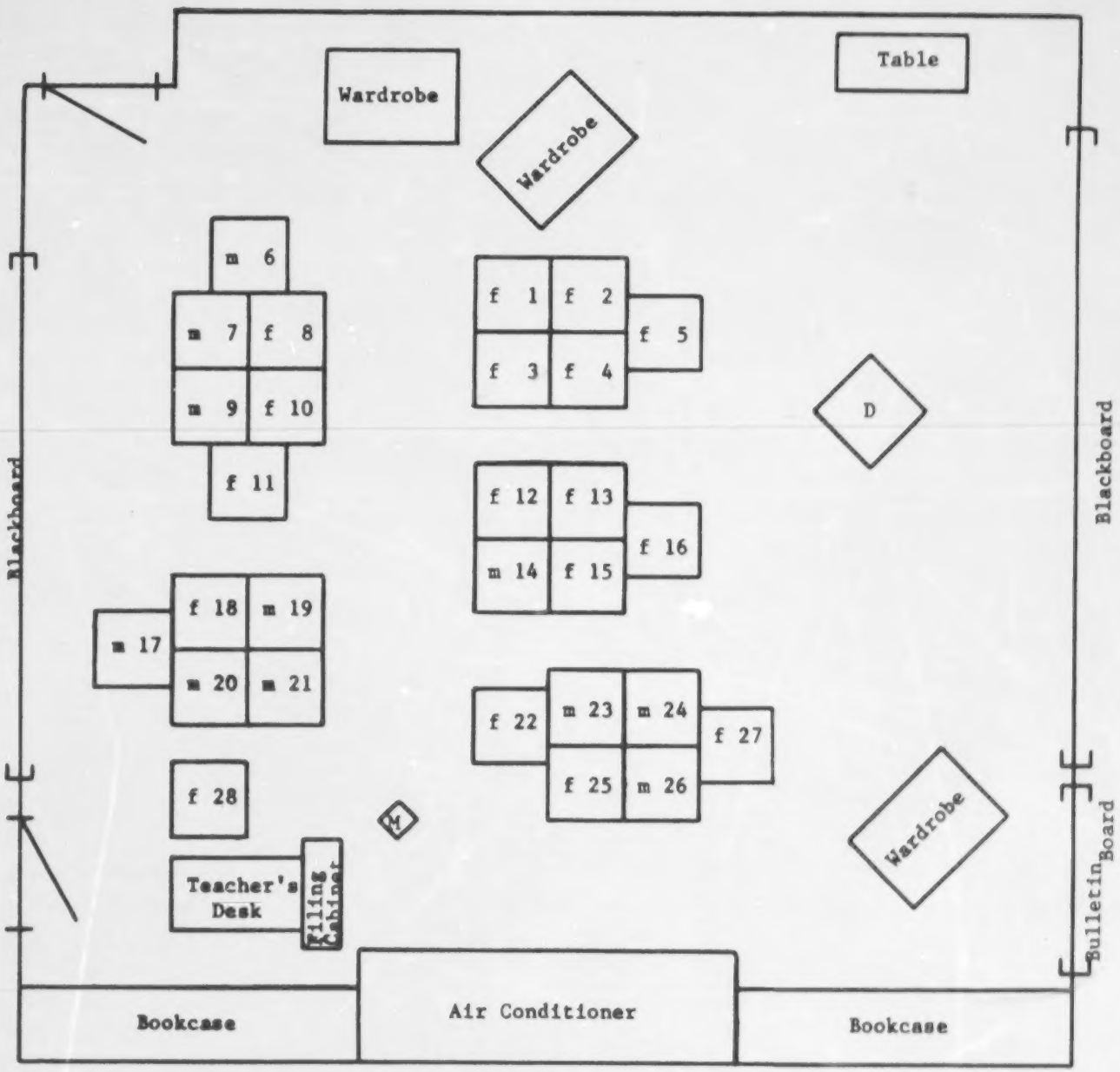
The class is the middle 2nd grade.

This teacher seemed very nervous about having me in the room. Told me before school that she's not here to have fun with the children, but to teach them, that she needs structure, "can't teach unless I'm being listened to." She talked to pupils in a very "sweet" voice, calling everyon "honey" or "dear." Very proudly showed me some activity cards she bought with bake sale money (which she used in the afternoon) and a phonics game she made (which was not used).

Most of the day was devoted to review, and even tho it was the end of the year, I felt that the teacher was choosing activities which would go smoothly (e.g., math review in the morning) and/or impress me (e.g., activity cards).

Mrs. Perkins reported to me that she was "a screamer," but I only heard her raise her voice once during the day (when (6) writes on one of the new phonics cards).

Mrs. Vance's Classroom, Second Grade (6/10/77).



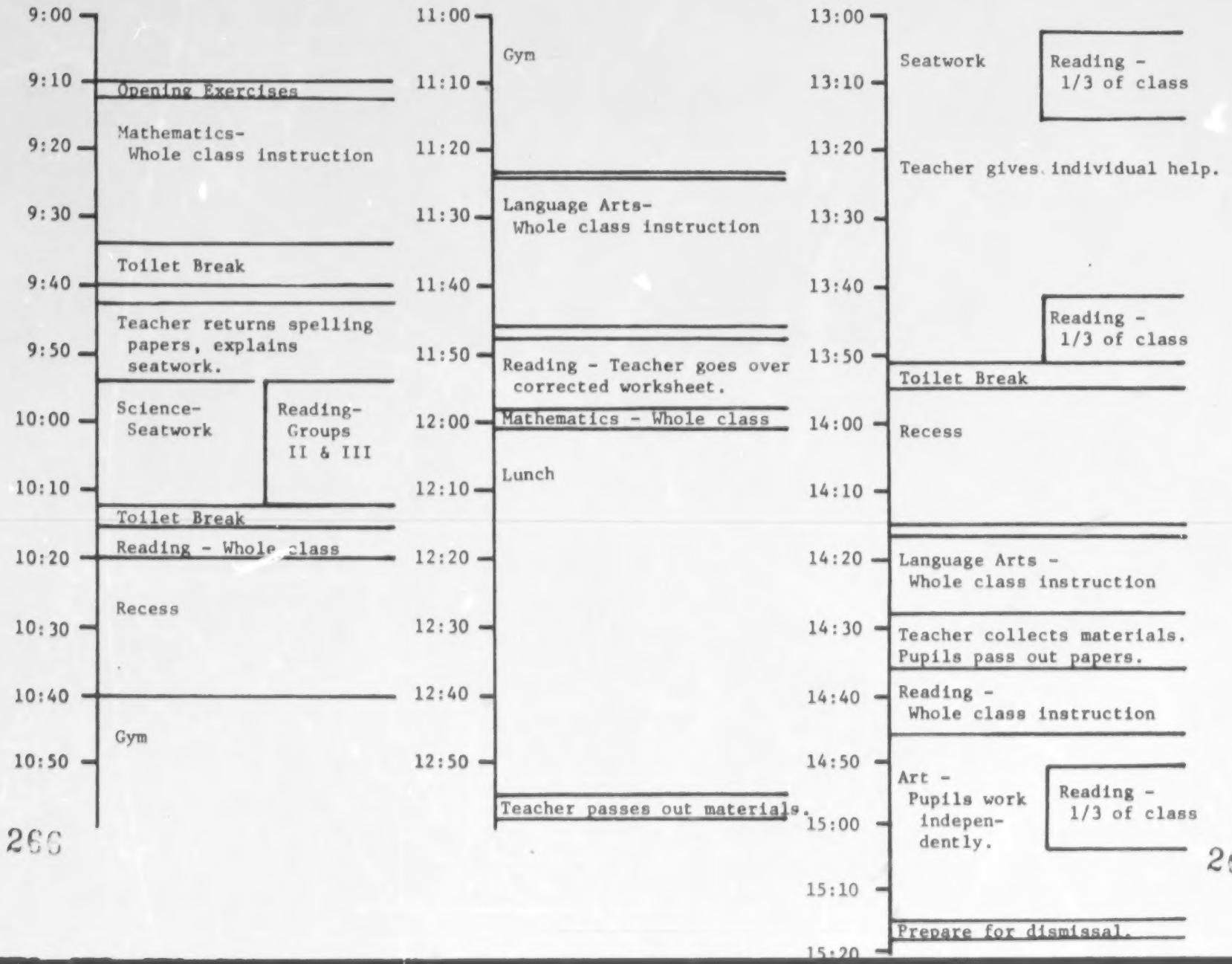
m = male

f = female

M = observer

D = empty desk

A Friday in Mrs. Vance's Class (6/10/77)



A Friday in Mrs. Vance's Class (June 10, 1977)

9:05 Pupils come in. Teacher introduces me.

9:10 Pledge, "America" , Mathematics, whole class. Teacher goes over terms, e.g., "addition," "sum" There are 12 problems on the board, such as

343			
651	7531	8320	8
+213	+3210	-5230	x3

Teacher picks a pupil to answer each problem. Class is very quiet.

9:12 Pupil (2) comes in late.

9:15 (7) comes in late.

9:28 End of problems on blackboard. Teacher puts table of 2's on board, e.g., 0 x 2 = , 1 x 2 =. One pupil writes answers, then another does table of 3's etc. Teacher reviews money, order of numbers.

9:34 Line up for toilet break. Seven pupils stay in the room, just sit. Teacher washes blackboard.

9:36 Teacher asks if pupils want to sharpen pencils. They line up, she sharpens them in electric sharpener.

9:40 All pupils back to seats. Two girls pass out worksheets Teacher collects lunch money.

9:42 Pupils write name and date on worksheet. ("Your given name and your surname") Worksheet is on the senses (attached). Teacher shows a radio and a calculator, saying that both are made of plastic, but have different uses. Most pupils are already filling in answers on their worksheets. (19) passes out spelling papers. Teacher discusses bulletin board display on senses.

9:50 Pupils all have spelling papers. Teacher calls their names and pupils say "yes" (they got 100%) or "no." Only 1 pupil got 100%. Teacher says, "So we're not ready to go to a new unit." Fills in spelling chart, talks about spelling contest: this month, the prize is a book about Indians. Teacher says they will do spelling later, but pupils should learn from their poor scores to "concentrate on what you're doing." Teacher reads title of worksheet, then says, "Does anyone have any questions? Ask them now if you do."

9:54	Teacher calls "people who haven't finished Distar." (Aside to me: this group was 2 reading groups, but she's combined them to push them all through the 2nd grade program: Includes pupils 2, 3, 4, 5, 10, 11 12, 13, 14 15, 17, 18, 21, 23, 27.) Pupils at desks working on worksheet.
10:10	Pupils at desks are coloring.
10:12	R.G. dismissed. Teacher asks if anyone wants to change shoes for recess. No one does. Then asks if anyone wants to go to the toilet. A few pupils go.
10:15	Pupils return from toilet. Teacher says, "We have a few minutes. Let's talk about the alphabet." Goes over vowels and consonants.
10:20	Line up. Recess.
10:40	Class goes directly to gym.
11:20	End of gym. On the way back to the room, pupils may stop at toilet.
11:23	Most pupils back to room. Teacher is writing a poem on blackboard: "Rain Sizes" by John Ciardi.
11:24	Teacher starts lesson. Pupils sit on floor.
11:25	Remaining pupils back to room. Teacher discusses things that are different sizes. Pupils read title and author's name (They try to sound it out, but teacher says, "Wait a minute!" tells them how to say it. They read poem in unison, then discuss rhyming words, rhyme scheme (teacher tells me, "This is the skill card stuff we're supposed to teach"). Pupil (6) stands in the corner because he was talking.
11:46	Pupils go to seats. Two girls pass out corrected worksheet on contractions.
11:48	Teacher goes over worksheet. Sends (24) to stand by blackboard.
11:55	Speaks to (24), saying, "you're always talking. Would you like to stay in 2nd grade another year?"
11:58	Pupils do arithmetic problems on back of worksheets. Teacher dictates problems.
12:01	Leave for lunch.

12:55	Pupils back to room. Teacher passes out activity cards. 11 pupils have "clock" cards.
12:58	Teacher explains how to do clock cards.
13:00	Passes out phonics cards to 10 pupils.
13:02	Calls 7 pupils to bulletin board. They sit on floor, work on homophones, using a chart of a "pair pear tree" which has homophones written on the pears. Pupils at desks seem confused. Directions on some of the cards are rather complicated; some call for different colored crayons which the pupils don't have. I answer a few questions.
13:16	End of homophone group. Teacher gives these pupils phonics cards. Pupils work independently. Teacher circulates, checking their work. She has forgotten to give (28) a card. Pupils (6) and (10) talk, teacher has them move their desks.
13:26	Now pupils are working quietly on the cards. They exchange cards after teacher checks their work.
13:41	Teacher works with 11 more pupils on homophones.
13:51	End of homophone group. Pupils put cards away. Pupils who want to go to toilet. Others clean floor.
13:55	Recess.
14:15	Back to room. Heads down.
14:17	Poetry. Teacher has written 2 poems on board: "Purple Cow" by Gilett Burgess; "Big and Little" by Jean Horton Berg. Class reads poems together, discuss rhyming words.
14:28	Pupils clean off activity cards. (24) collects them.
14:32	Several pupils pass out corrected papers.
14:36	Whole class. Alphabet cards. e.g. Teacher holds up a card. Chooses a pupil to tell what the letter name is, what the picture is. Then teacher reads 3 words, pupil chooses the one that does not begin with the letter shown.
14:46	Teacher passes out drawing paper. Pupils are to choose favorite poem and illustrate it.

14:51	Remaining pupils work on homophones.
15:04	End of homophone group.
15:06	Teacher has pupils recite "Purple Cow" again. Pupils work on pictures, teacher works at desk.
15:14	Teacher asks pupils who are finished to show their pictures.
15:15	Bell. Pupils clean up. Teacher says to take spelling books home.
15:18	Dismissed.